DOCUMENT RESUME

ED 066 493 TM 001 977

AUTHOR	Lieberman, Marcus; And Others
TITLE	Report on the Evaluation Workshop in the Affective Domain, July, 1970.
INSTITUTION	Institute for Educational Research, Downers Grove, Ill.
PUB DATE	Jul 70
NOTE	185p.
AVAILABLE FROM	Institute for Educational Research, 1400 West Maple Avenue, Downers Grove, Illinois 60515 ($7.00)
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	Affective Behavior; *Behavioral Objectives; Curriculum Development; Elementary Grades; *Evaluation Techniques; *Individualized Instruction; *Item Banks; Language Arts; Mathematics; Primary Grades; Program Evaluation; Sciences; Secondary Grades; Social Studies; *Teacher Workshops
IDENTIFIERS	ESEA Title III; *Evaluation for Individualized Instruction Project

ABSTRACT

A report on the evaluation Workshop to define school objectives is presented. The three-week workshop in defining and measuring objectives in the areas of interests, attitudes and values was held at Emerson School in Elmhurst, Illinois. Some questions studied by the workshop group include the following: Can interests, attitudes, and values be measured?; Is there a continuum of affect, as in the cognitive domain?; Are there published instruments available?; How can examiners be certain that feelings are reported honestly? Participants included teachers from grades K-12 in mathematics, language arts, social studies, science, and foreign languages. This report is an attempt to disseminate both the information presented to the teachers and samples of the products of their efforts. Hopefully, readers of this report will be motivated to construct objectives and instruments of their own using these examples as models. (Author/LS)

ED 066495

001 626

REPORT ON THE EVALUATION WORKSHOP IN THE AFFECTIVE DOMAIN JULY, 1970

EVALUATION FOR INDIVIDUALIZED INSTRUCTION

A Title III ESEA project
administered by
Downers Grove, Illinois
School District 99

Institute for Educational Research

1400 West Maple Avenue
Downers Grove, Illinois 60515
Phone: 312-971-2040

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

REPORT ON THE EVALUATION WORKSHOP IN THE AFFECTIVE DOMAIN JULY, 1970

Instructors: Marcus Lieberman
Ruth Miller

by Dr. Marcus Lieberman, Director
Dr. Les Brown, Project Associate
Mr. William Neidlinger, Project Associate
Mrs. Linda Swanson, Project Associate

Evaluation for Individualized Instruction Project

AN ESEA TITLE III PROJECT

Administered

by

Downers Grove Public School District 99

List of Participants

1. Tom Battaglia
   Downers Grove District #99

2. Audrey Brown
   Kenilworth District #38

3. Pauline Bury
   Hinsdale District #86

4. Marsha Conn
   Maywood District #89

5. Dorothy Dabkowski
   Oak Park District #97

6. Sandra Gales
   Lyons Township H. S. District #204

7. Sophie Jacot
   Glencoe District #35

8. Patricia Keeler
   Flossmoor District #161

9. Suzie Landrum
   Puffer District #69

10. Alice League
    Hinsdale Elementary District #181

11. Anita MacKenzie
    Glen Ellyn District #41

12. Brian T. Malec
    LaGrange Park District #102

13. Judith Nordblom
    New Trier H. S. District #203

14. Joan Pickart
    Glen Ellyn District #89

15. Audrey Rhea
    Downers Grove District #58

16. Grace Skinner
    Homewood District #153

17. Vera Smith
    Gower District #62

18. Kay Taft
    Highland Park District #108

19. Janet Wilde
    Westmont District #57

Contents

Introduction

I. Workshop Objectives

II. Handouts

III. Sample Reviews of Published Tests

IV. Sample of Subject Matter Objectives

V. Sample of School and Institution Objectives

VI. Sample of Self Concept Objectives

VII. Sample of Instruments to Assess Attitudes, Interests and Values Toward Subject Matter

VIII. Sample of Instruments to Assess Attitudes, Interests and Values Toward Schools and Institutions

IX. Sample of Instruments to Assess Attitudes, Interests and Values Toward Self

INTRODUCTION

While the past ten years have seen a great effort by educators to define school objectives, the greatest portion of the energy expended has been directed to cognitive processes. More recently, the areas of interests, attitudes and values have become major topics of conversation in teachers' lounges as well as administrative offices.

During the summer of 1970, a three-week workshop in defining and measuring objectives in the areas of interests, attitudes and values was held at Emerson School in Elmhurst, Illinois. The workshop was one of the activities of the "Evaluation for Individualized Instruction" Project, an E.S.E.A. Title III grant, administered by Downers Grove, Illinois School District #99.

Some questions studied by this workshop group include the following. Can interests, attitudes, and values be measured? Is there a continuum of affect, as in the cognitive domain? Are there published instruments available? How can examiners be certain that feelings are reported honestly?

Participants were, in large proportion, graduates of earlier workshops in measurement in the cognitive domain conducted by the project. They included teachers from grades K through 12 and in mathematics, language arts, social studies, science and foreign languages. A wide range of experience and age was represented, but only two of the twenty teachers were male.

This report is an attempt to disseminate both the information presented to the teachers and samples of the products of their efforts. Hopefully, readers of this report will be motivated to construct objectives and instruments of their own using these examples as models.

Workshop
Objectives

The participant will

1. demonstrate an ability to discuss issues and implications in the areas of interests, attitudes and values by comparing and contrasting

   a. possible roles of the teacher.
   b. characteristics of different age, social class, economic class, religion, sex and national groups of children.

2. display willingness to explore the affective domain by reading recommended materials.

3. clarify his personal position in controversial areas brought up in discussion by putting forth a rational argument for his attitude.

4. show understanding of theoretical systems in the affective domain by

   a. developing definitions of attitudes, interests and values from readings.
   b. describing in his own words the schemes outlined by Bloom and Raths.

5. determine the relationship between the cognitive and affective taxonomies by describing the progression upward using levels of each as alternate "steps".

6. review published tests in the affective domain by

   a. indicating the author, audience, date of origin, number of dimensions and item paradigms employed.
   b. reporting any research conducted using the instrument.
   c. describing the norm group.
   d. stating the reliability or validity coefficients found.

7. demonstrate an ability to write precise goals by constructing behavioral objectives in the affective domain which contain both affective and observable behaviors in the areas of subject matter, school or institution and self concept.

8. devise evaluation techniques for specified objectives in the affective domain by constructing tests using a variety of item paradigms.

Workshop Objectives — continued

9. interpret the results of affective measures by

   a. evaluating different dimensions separately.
   b. allowing for lack of self reporting honestly, due to who is giving the test, the testing atmosphere, etc.

10. demonstrate understanding of the use of pre and post testing by

   a. stating the inappropriateness of comparing children.
   b. indicating progress through profile comparison rather than numerical increase in score.
   c. expressing the need to allow children to pursue activities relevant to their interests that accomplish stated goals.

Selected Bibliography

Books:

Krathwohl, Bloom, Masia, Taxonomy of Educational Objectives, Handbook II, Affective Domain, David McKay Company, Inc., New York.

Eiss, Harbeck, Behavioral Objectives in the Affective Domain, National Science Supervisors Association, Washington, D. C.

Mager, Developing Attitude Toward Learning, Fearon Publishers, Palo Alto, California.

Shaftel, Role-Playing for Social Values, Prentice-Hall, Inc., Englewood Cliffs, N. J.

Raths, Harmin, Simon, Values and Teaching, Charles E. Merrill Books, Inc., Columbus, Ohio.

Rokeach, Milton, Beliefs, Attitudes, and Values, Jossey-Bass Inc., San Francisco, California.

Nunnally, Educational Measurement and Evaluation, McGraw-Hill Book Company, New York.

Thorndike, Hagen, Measurement and Evaluation in Psychology and Education, John Willey and Sons, Inc., New York.

Beatty, Improving Educational Assessment, Association for Supervision and Curriculum Development, Washington, D. C.

Buros, Sixth Mental Measurements Yearbook, Gryphon Press, Highland Park, New Jersey.

Bemis, Schroeder, The Writing and Use of Behavioral Objectives, Southwestern Cooperative Educational Laboratory, Albuquerque, N. M.

Magazine Articles

Paschal, "How Children Learn Values," The Education Digest, May, 1968.

Simon, Harmin, "Subject Matter with a Focus on Values," Educational Leadership, October, 1968.

Ezer, "Value Teaching in the Middle and Upper Grades," Social Education, January, 1967.

Fraenkel, "Value Education in the Social Studies, Phi Delta Kappan, April, 1969.

Wolfson, "Values and the Primary School Teacher," Social Education, January, 1967.

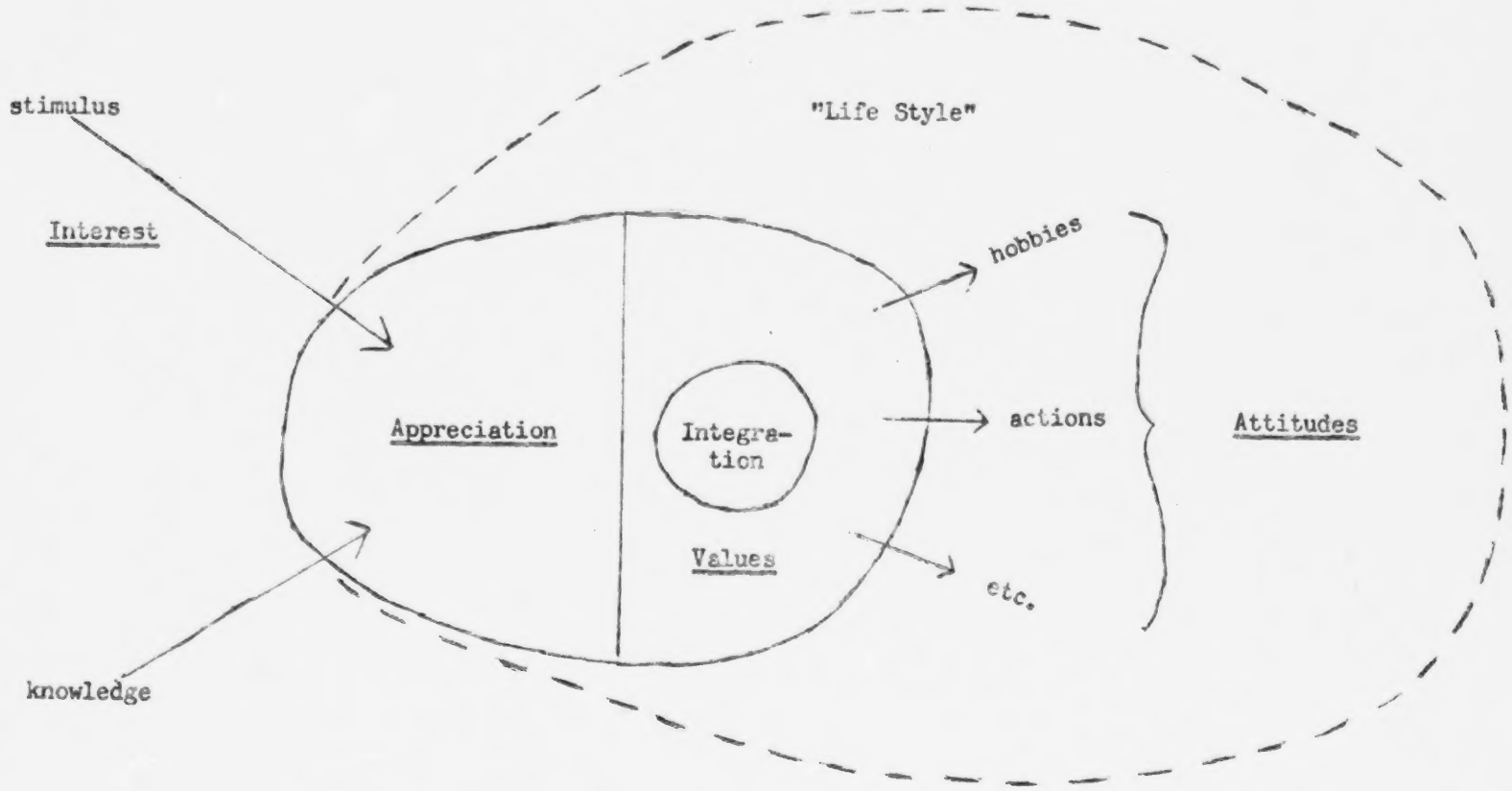
Torkelson, "Using Learning Resources in Teaching Values," Social Education, 1967

Junell, "Do Teachers Have the Right to Indoctrinate?" Phi Delta Kappan, December, 1969.

Fielder, "Two Styles of School Talk about Values," Social Education, January, 1967.

Leonard, "Education and Ecstasy, Parts I to III," Look, Sept-Nov., 1968.

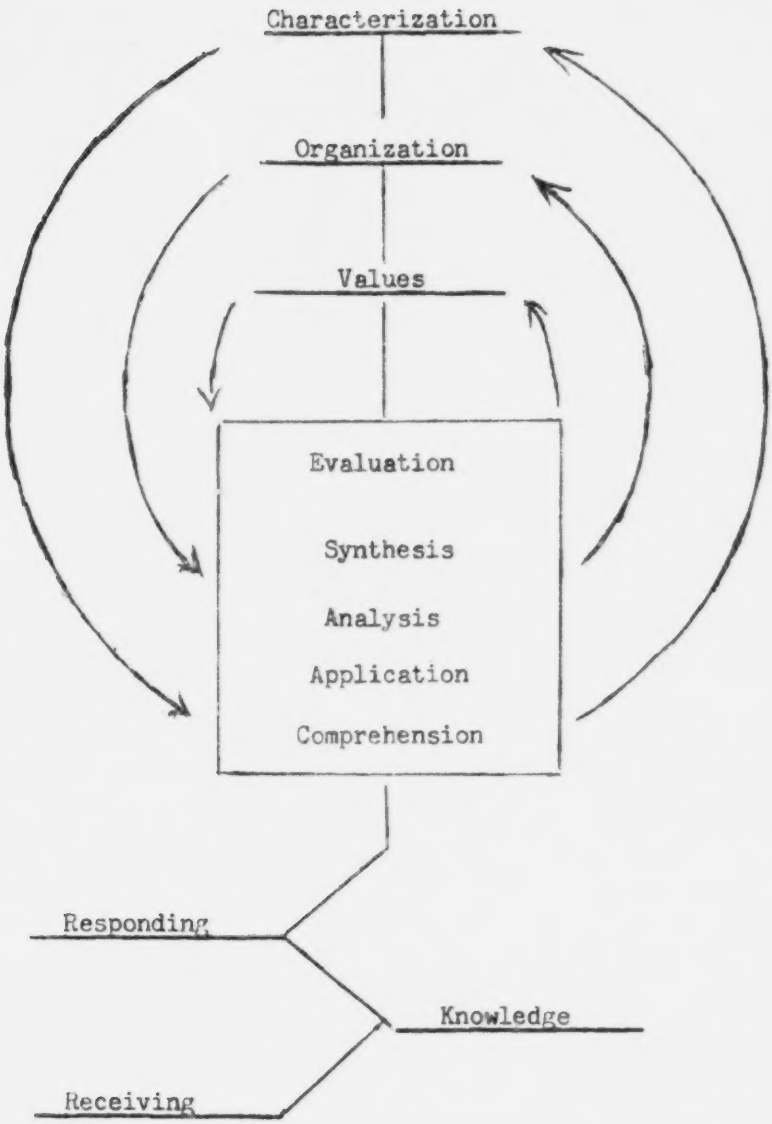
MODEL FOR AFFECT



Correspondence Between

Affective and Cognitive

Domains



THE ANATOMY OF AN
AFFECTIVE BEHAVIORAL OBJECTIVE

To be most useful, a behavioral objective in the area of affect must contain four essential points.

1. Objective should be phrased in terms of <u>student</u> behavior.
2. Objectives should contain an <u>affective</u> behavior.
3. Objectives should contain an observable behavior.
4. Objectives should contain an area of application; e. g., schools or other institutions, subject matter, self.

Examples:

Kindergarten: The student will show a preference for a color by wearing his favorite color and calling attention to that color seen about him.

Primary: The student demonstrates an interest in community helpers by visiting the helpers in their working environment.

Intermediate: The student will demonstrate commitment to challenging and questioning resources, evidence and conclusions which relate to a given inductive argument by asking questions about the sufficiency of evidence as support for a conclusion.

Junior High: The student will demonstrate an interest in literature by expressing a desire to relate literature to other courses; e. g., bringing to the attention of the class current non-fiction that is related to current events.

High School: The student shows a development of a value system concerning African religions by expressing feelings that certain attitudes toward African peoples seem superior to him than his previously held beliefs and hence, certain that his attitudes have changed.

OBSERVABLE AFFECTIVE BEHAVIORS

The following word list is presented as an aid to writing behavioral objectives in the affective domain.

accepts
acts
aids
answers
argues
asks
attempts
attends
brings
builds
buys
challenges
chooses
collects
completes
consults
contributes
convinces
cooperates
corrects
creates
criticizes
defends
demonstrates
develops (a hobby)
disputes
emulates
enrolls
explores
expresses (views)
goes out of his way
helps
imitates
initiates
investigates
joins
judges
keeps
leads
listens
meets
obeys
offers
organizes
participates
perseveres
persists
plays
points (out)
praises
presents
proposes
purchases
questions
reacts
recommends
rejects
requests
responds
salvages
searches
seeks
shares
stimulates
studies
submits
subscribes
talks (about)
tells
tries
visits
volunteers
votes (for)
waits
wears
writes

HONESTY IN REPORTING

1. Neutral person should administer the test.
   It is difficult to answer honestly.
   Attitude tests are difficult to make reliable.
   Danger of unreliability exists.

2. Self-scoring.

3. No grade, or name should be on the test to eliminate embarrassment.

4. Good rapport should exist between administrator and student.

5. Cross questioning creates consistency in answers. One negative to one positive.

6. Group attitude concept is more accurate.

7. Should tell students purpose of test so that they will care about what they write down.

8. Tests should not be too lengthy.

9. Administrator should say,
   "I would like to get to know you through this test."

10. Age level creates inconsistency in response.

11. Sample size is important in group measurement.

12. A stated follow-up can help. Child knows a change will happen because of test results. Child will be more honest if he knows he will benefit from test. It's ethical to let children know your objectives. They will appreciate knowing.

13. Younger children cannot always differentiate between honest answers and right answers.

14. Wording of test items is extremely important. Can sound positive but really be negative. It is more threatening to write down your opinion rather than just to say it. -- Clip board can intimidate.
    Are high school students going to react as honestly as 2nd graders or vice versa.

15. To make sure of validity of test:

    a. Give several sample questions.
    b. Go over unknown words.
    c. Go over directions.

16. Don't create pressure by limiting time. (Quick answer tests)

17. Don't "load" test items with give away words and suggested right ideas. Be specific rather than general.

18. Don't use the word"test" as it could have a negative connotation. Use words such as "inventory, scale, survey."

19. Administrator should not look over shoulders and watch students take the test. Remove yourself from them if possible.

20. Can suggest that students identify themselves if they want to.

21. There's a limit to precision in the affective domain. Some kids don't fit in certain categories.

Questions to Ask to Clarify Responses on Values

1. What else might (have been done) you have done?
2. Avoid "why" questions,"either or","yes-or-no".
3. Are you proud of that?
4. Is that something important to you?
5. Are you glad about that?
6. How did you feel when that happened?
7. Did you consider any alternatives ?
8. Have you felt this way for a long time?
9. When did you first begin to believe in that idea?
10. Was that something you chose?
11. Did you have to choose that? Was it a free choice?
12. Do you do anything about that idea? How do you act on it?
13. Can you give me some examples of that idea?
14. Are you saying that?
15. What other possibilities are there?
16. How do you know its right?
17. Do you value that?
18. Do you think people will always believe that?

Source: Raths, Harmin, & Simon, Values and Teaching, pp. 56-63.

TYPES OF ITEMS IN AFFECTIVE MEASUREMENT

Ranking:

1. Which one is most (important, like, etc.)?
   Which one is least (important, like, etc.)?

2. Rank four in order - most favorable to least favorable.

3. From a list of 20 choose :

   5 most important.
   5 least important .
   5 quite important .
   5 somewhat important.

Agree - Disagree:

1. 2 point scale - agree, disagree

2. 5 point scale - (traditional one, Likert)

   strongly agree
   agree
   no opinion
   disagree
   strongly disagree

3. 6 point scale

   strongly agree
   agree somewhat
   slightly agree
   slightly disagree
   disagree somewhat
   strongly disagree

   ———————— point values +3 to -3

4. 7 point scale

   very strongly agree
   strongly agree
   agree
   no opinion
   disagree
   strongly disagree
   very strongly disagree

Types of Items in Affective Measurement—continued

Scales:

1. yes, no, ? (don't know)

2. dislike, indifferent, like

3. no, sometimes, usually, most always

4. unsatisfactory, below average, average, excellent

5. never, once, few times, once a month, at least once a week

6. dislike, rather not, can't say, wouldn't mind, like

7. Statement is: completely true, mostly true, partly true, partly false, mostly false, completely false

8. Something is: never (important, a concern, bothers)
   no longer (important)
   of very little (importance)
   somewhat (important)
   quite (important)
   very (important)

Like - Unlike:

1. Very much like (something)
   Somewhat like (something)
   Somewhat unlike (something)
   Very much unlike (something)

2. Statement is: like me, unlike me

3. Which person does/says, etc.

   mother
   father
   teacher
   write your own

(Sample item)

4. Put an X in the circle that is you

   O O O O O

   O

   O

   O

   O

   O

Types of Items in Affective Measurement—continued

Choose one alternative:

1. From 2 descriptions of self, choose one.
2. From 3 descriptions of self, choose one.
3. Sentence completion (3 choices).
4. From 3 choices pick the one you're most interested in.
5. From 6 varying choices, choose most relevant answer.

Graphic scales:

1. Semantic differential

   Mark a point on the line between 2 words.
2. Mark a point to indicate a judgment.
3. Mark a point to indicate a behavior.

Miscellaneous.

1. One choice - mark the picture.
2. Choose 1 out of 3 answers, then 1 out of 3 reasons for that choice.

SAMPLE TEST REVIEWS

Title: PASS - Primary Academic Sentiment Scale

Author: Glen Robbins Thompson

Publisher: Priority Innovations, Inc.
P. O. Box 792
Skokie, Illinois 60076

Date: 1968

Ages: 4 yrs. 4 mo. - 7 yrs. 3 mo.
Child must be able to use a pencil or crayon, manipulate and turn pages of booklet, and follow simple directions. Detailed information provided for preparing experimentially deprived pre-school and kindergarten children.

Test deals primarily with personal priorities toward home, school, and various activities.

Form of test: 38 multiple choice items. Statement is read by teacher giving child choice of three things. Child marks in booklet the picture corresponding to his first choice, what he wants or would like the most. Several questions are purely yes-no. Child then marks happy or sad face that corresponds to his answer.

Key: There is only one correct answer for each question. In scoring, there is only one key. Scoring gives a Sentiment Quotient and a Dependency Stanine, both based on age norms.

Reliability: Ranged from .761 - .767 for Sentiment Quotients. Ranged from .547 - .781 for Dependency Stanines.

Validity: Rated by teachers along a maturity dimension and among classes grouped by levels of performance correlations worked out comparing several different tests.

.339: PASS and Screening Test of Academic Readiness.
.439: PASS and Metropolitan Readiness Test.
.127: PASS and Screening Test for the Assignment of Remedial Treatment.

Research: They are encouraging research applications, and allow special discounts on orders that state it will be used as an experimental project. The user is only asked to share his final results with Priority Innovations. (Cost is $20.00 for 35 test booklets, 35 scoring forms, 1 class record sheet and 1 manual.)

"PASS was designed to obtain objective information about a child's motivation for learning and his relative level of maturity and parental independence." By giving this test, the teacher may be able to assess program effectiveness, or in identifying highly motivated children or those who need help in this manner.

Standardization of this test was determined using 480 suburban youngsters attending preschool, kindergarten and first grade classes. Publisher feels this standardization shows PASS is valid and reliable at all 3 levels.

PASS was designed so that children from all backgrounds may generalize from the drawings to their own friends and families. It is considered unbiased culturally.

Title: School Morale Scale

Author: Dr. Lawrence S. Wrightman
Dept. of Psych. Geo. Peabody College
Nashville 5, Tenn. Box 512

Publisher: Thru Title III

Date: 1968

Grade Level: 3-12

Form of item: Student marks A for Agree, D for Disagree.

Description of test: The SM Scale is an 84 item test which measures student school morale. Morale or attitude toward school is defined in 7 categories or subscales. 1) School plant 2) Teacher instruction and use of materials 3) Administration, rules, and staff 4) Community support and parental interest in school 5) Other students (attitude toward) 6) Teacher-student relationship 7) Attitude toward school in general.

To prevent a consistent positive score the 12 items for each of the 7 subscales were divided into half favorable and half unfavorable. Total agreement then would result in a neutral score.

The morale range goes from as low as 7 to as high as 82 out of the scores taken from about 10,000 students in school systems in Tennessee.

Reliability: (5th, 7th, 9th graders)

Seven tables representing the sub-scales are illustrating each item, its mean, its standard deviation, its correlation with subscale score and its reliability index.

The weakest scale is the one dealing with morale about "community support and parental interest". This is explained as being expected since children often did not possess the information on the subject.

The strongest subscale was "teacher-student relations" having the highest reliability coefficients.

Validity: It is hoped that innovations in education will be reflected in changes in student behavior — thru achievement. The purpose of the SM Scale was to measure the degree of changes in pupils' attitude and morale. There have been many previous measures of school morale but they lack structure, meaning, and relevancy. None offer reliability — no study reports exist on item analysis. Little has been done to analyze the components of school morale.

Three evidences of validity: 1) school differences 2) grade and sex differences 3) relationship of student scores to teachers' nomination.

1) Four elem. schools which varied widely in socio-econ. status: clear-cut differences appeared on "school plant" subscale and "general feeling toward school" subscale.

Grade and sex differences are evident when scores are compared between a new junior high and another school much older and more conventional.

Many conclusions and correlations were possible to construct from test data gathered.

Conclusions:

1. As grade level increases, average school morale decreases.
2. Girls have higher school morale than do boys.
3. Morale of the new progressive school was higher in comparison to the old conventional type.
   A comparison on each subscale for the two schools is given.
4. There was a correlation between IQ and school morale indicating higher IQ are more likely to have better school morale.
5. A high GPA can lead to the expression of good morale about one's teachers.
6. Student morale about instruction is also related to grade point average.
7. School morale was related to achievement test results. The higher the scores, the higher the morale.
8. Correlation between Philosophies of Human Nature Scores and school morale is low. Students who believe human nature is trustworthy do have better school morale. Students who trust people tend to like their teachers better.
9. Correlation between the Children's Authoritarianism Scale scores and school morale scores are negative.
10. Correlation between the Children's Social Desirability Scale are not significant which indicates that school morale is not influenced by a set to respond in a socially desirable way.
11. Use of the school morale scale in evaluating a Title III innovation along with the Gordens measure of self-concept: Five of the six schools had a higher mean school morale and self-concept scores than the control group.
12. Correlations between subscales were high enough to warrant a conclusion that a general concept of "school morale" exists, and the use of the subscales was defended.

I think that this test could be very useful in my particular school if modified in language for each grade level used. Some items are poorly worded and the use of words inconsistent. In item #23 the term "3 R's" is used, #50 my school is a "comfortable" one. Words like "pretty dull" and "pretty much" are vague. In item #83 the phrase "mean or unfriendly teachers" is used.

Title: "Getting Along," Grades 7, 8, 9, Form A and Form B
Illustrated Situation Response Test

Author: Trudys Lawrence, Ph.D.
5532 Poplar Blvd.
Los Angeles, California 90032
Supervisor of Health Ed., Los Angeles City Schools. She developed test in partial fulfillment of the requirements for Ph.D. at U. of S. Calif.

Publisher: The author

Date of Test: 1964 copyright

Grade level or age: Grades 7, 8, 9; ages 12, 13, 14.

"This is a test to evaluate pupil behavior in everyday situations. It is designed particularly for classroom teachers to use in identifying pupils who need help in improving behavior."
It primarily measures concepts of self, although closely related are attitudes toward school.

Form of item: There are 45 items on each test. Each item has 2 pictures with statements under each, followed by an incomplete sentence where you choose what you consider to be the best of 3 possible conclusions. "The illustrations are used to communicate problem situations in a limited time, and to appeal to the interest of pupils taking the test. The instrument is divided into three parts based on the analyses of emotional health. Part I — Getting Along with One's Self (self-acceptance); Part II — Getting Along with Others (acceptance by others); and Part III — Getting Along in One's Environment (facing reality)."

Keys: There is one key for each form of the test. There is a table for converting the score to a centile value. Pupils with scores below 50% and especially those below 30% are pupils who may need help with adjustment.

Reliability: The means and standard deviations of raw scores were used to calculate the reliability coefficients based on Kuder-Richardson Formula No. 21. A table shows that the reliability coefficients for boys were higher than those for the girls, except for Grade 7, Form A. There was a drop in the reliability coefficients for girls of Grade 9 (Forms A and B) which the author suggests may be due to higher mean scores which probably reflects the earlier maturation of girls. The reliability coefficient for total pupils follows:

	Form A	Form B
Grade 7	.84	.83
8	.85	.79
9	.79	.73

Validity: To determine the validity of the test, four types of data were collected: 1) IQ scores 2) reading achievement scores 3) social adjustment ratings by teachers and 4) social adjustment ratings by ad-

ministrators. These four were analyzed and correlated with raw scores to obtain valid measures. The validity measures for IQ and raw scores and for reading achievement and raw scores were found to be significant at the .01 level of confidence. The validity measures for social adjustment ratings and raw scores were found to be highly significant at the .01 level of confidence except the validity measures for social adjustment ratings by teachers and raw scores for grade 9 pupils. IQ and reading ability were not major determining factors in the scores. The social adjustment ratings by administrators and raw scores indicated a significant relationship between the social adjustment of pupils and their scores on the test.

Research: There is a class profile chart which indicates that pupils were relatively secure in relationship with themselves, less secure in their relationship with others, and least secure in making adjustments with their environment. The author suggests that you study the profile to note the trend of class scores and the similarities and differences in individual pupil scores. From this the author says that a teacher can find general areas of need for classroom instruction, and specific needs for certain pupils.

MEASUREMENT OF PHILOSOPHIES OF HUMAN NATURE
by Lawrence S. Wrightsman, Jr.
George Peabody College for Teachers
Not published

Dates - Proposal-1961, Test-1964, Research-1967

Purpose of test: Assess "philosophies of human nature". Human nature is composed of:

1. Trustworthiness
2. Altruism
3. Independence
4. Strength of Will and Rationality
5. Complexity (the extent to which one believes people to be hard and difficult to understand)
6. Variability in human nature

For High School and Adults - Anyone who could read items. The scale was tested with college students.

Form - The test contains six dimensions - 20 statements relating to each dimension; for substantive categories (1,2,3, & 4), half of items favorable, half unfavorable; for the"simple-complex"dimension, half the items were favorable to the "simple" interpretations, half favored the"complex;"for the"variability"subscale, half the items favored no change, half favored much change. Statements were evaluated on a 6-point agree-disagree scale. Scoring involved somewhat complex numerical computation.

Research

1. Scale was initially administered--7 undergraduates at three colleges. 96 items survived this first screening.

2. Research shows reliability for substantive categories over .60 with all groups of males and females tested.
Research shows that over time, substantive subscales appear to be quite stable, and reliability co-efficients are higher than those measuring internal consistency of sub-scales. This is perhaps due to belief that man is either good or bad - an attitude affecting decisions relating to substantive categories.

Hypotheses tested by author using H.N. Scale - (N.B. Undergraduates and graduates from 6 southern and midwest colleges were used for testing hypotheses.)

1. On substantive dimensions, females will have more favorable views of human nature than will males.
Result: Yes - only 2 out of 24 instances showed males with the more positive attitude.

2. Females will view human nature as more complex than will males.
Result: Yes - in all but one instance of comparison.

Measurement of Philosophies of Human Nature—continued

3. Persons dissatisfied with self-concepts will indicate unfavorable views of human nature.
   Result: Yes - especially the case with females.

4. Evaluation of instructor will influence evaluation of human nature(H.N.
   Result: Some correlation, but not clear-cut.

5. Philosophies of H.N. will be related to attributes of human nature such as Machiavellianism, political cynicism, faith in people.
   Result: Yes - all categories.

6. Persons with fundamentalist religious views will have a more negative view of human nature.
   Result: Yes - as verified by comparing the students at Wheaton College with others.

Related research studies using scales

1. religion - several different types of studies
2. indicators of maladjustment in adolescent boys
3. attitudes about specific individuals as related to the human nature scale
4. student evaluation of teachers as related to H.N. scale
5. government policies - attitudes toward voting preferences
6. attitudes toward intermarriage as reflected by H.N. scale
7. values of military cadets
8. child-rearing attitudes and ideas

ETC.

*N.B. 1968 - Carl E. Young wrote a H.N. scale to be administered to children. The scale measures only Trustworthiness, Strength of Will, and Complexity categories. A copy of this is available from Dr. Wrightsman.

SUBJECT MATTER

OBJECTIVES

KINDERGARTEN: COLOR, SHAPES, AND FORMS

The student will develop an increasing awareness of color, shapes, and sounds in his environment by:

1. calling attention to the colors he sees in the classroom.
2. calling attention to the sounds he hears within the classroom.
3. naming the shapes he sees in the classroom.

The student exhibits a willingness to respond to the likes and differences of shapes, sounds, and colors by:

1. classifying shapes and colors into like groups.
2. naming sounds that are heard.
3. choosing games involving shapes and colors in his free time.
4. talking about different shapes and colors he sees on the playground.
5. bringing to school objects of different colors and shapes.
6. by willingness to reproduce sounds heard in the environment.

The student shows a preference for a value (color, shape,or sound) by:

1. choosing his favorite color of construction paper to do a project.
2. choosing his favorite shape to make designs.
3. telling about the sounds he likes to hear.
4. wearing his favorite color and calling attention to his favorite color seen about him.

The student will show that he sees interrelationships among his favorite colors, shapes, and sounds by:

1. calling attention to the shapes that make up the patterns in a piece of cloth or painting.
2. calling attention to rainbow colors found in a shirt.
3. building a house out of various shaped blocks.
4. noticing that symbols of writing have sounds.
5. attempting to identify the symbols by name.

The student shows a positive tendency toward symbols and sounds by:

1. asking what symbol this is.
2. asking about the sound of the symbol.
3. showing an interest in matching sound and symbol (one-to-one correspondence between grapheme and phoneme.)

PRIMARY READING

The student exhibits an enthusiasm toward silent reading by verbally expressing a desire for this activity.

The student exhibits a desire for silent reading by asking for a good book to read.

The student shows a desire for reading by asking to read aloud to teacher or class.

The student shows an interest in reading in a particular subject area by asking for books about the topic.

The student shows an appreciation for the silent reading period by getting started reading as soon as possible and staying with the task until the end.

The student expresses an appreciation of reading material by wanting to share his topics of interest with the group by signing up on the topic sheet.

The student expresses a desire for oral reading by raising his hand (signaling) when the opportunity for this arises.

The student shows an interest toward reading by spending as much time as he can in the library.

The student demonstrates an interest in reading as evidenced by activities at home revealed by the parent.

The student demonstrates a willingness to read as evidenced by reading on his own.

The student shows an awareness of good books by recommending several, telling the reasons why they are good.

The student shows an appreciation for the availability of reading materials on a given subject by expressing enthusiasm about the vast supply discovered.

PRIMARY READING -- continued

The student demonstrates his attitude toward the importance of reading ability by referring to its necessity when asked to finish a paragraph asking about such.

The student demonstrates his preference for reading as his favorite subject of four by choosing it 3 times out of 12.

The student shows an interest in books about science by:

1. reading more books in that area than in any other.
2. choosing book titles about science rather than titles about other areas.
3. recommending more science books than any other for others to read.
4. seeking information about science books.
5. expressing views about authors of science books.
6. bringing to class many books on science.
7. getting others interested in reading science books.
8. asking questions about good science books.
9. comparing the worth of one science book to another on the same subject.

The child shows his desire to improve his reading ability by:

1. being willing to cooperate in completing assignments.
2. expressing a positive attitude toward his own expectations for improvement.

PRIMARY SOCIAL STUDIES

The student demonstrates an interest in community helpers by:

1. noticing them in their working environment.
2. looking at or reading books about them.
3. listening attentively to class discussion about these people.
4. discussing or adding comments about personal experiences with these people
5. talking about these people outside the classroom.
6. bringing a collection of pictures of community helpers to school.
7. drawing pictures of these people of his own volition.
8. drawing pictures of these people to his own satisfaction.
9. asking the teacher to write his 'story' about his drawing.
10. desiring to share his drawings and stories with others.
11. wishing to share his feelings about helpers with others.
12. desiring to visit the community helpers in their working environment.
13. talking to the helpers when possible.
14. asking questions about them.
15. trying to influence others about them.
16. continuing to be interested in community helpers.

The student shows an appreciation of community helpers by:

1. accepting facts that they are helpful to the community.
2. taking a positive stand about them and their work.
3. trying to help them whenever possible.
4. acting on his own towards them — positively.
5. initiating class action to help them.

The student demonstrates respect for community helpers by:

1. accepting helpers' roles in the community.
2. observing rules set down by helper or whatever rules he stands for.
3. finding out about the helper and his actions before judging him.
4. correcting those who show lack of respect.
5. initiating actions of community helper in his role.
6. trusting him and his judgment.

PRIMARY MATHEMATICS MEASUREMENT - TIME

The student demonstrates an awareness of the need to measure time by:

1. using standard or non-standard measures of time in talking about himself and his activities.

The student demonstrates an interest in measuring time by:

1. asking questions related to the passage of time.
2. choosing this topic for his next unit of study.

The student demonstrates an appreciation for the importance of being able to measure time by:

1. using his developing skill in telling time, finding dates etc. in his daily activities.
2. referring to his activities in terms of the time when they occur.
3. choosing to read books about our system of measuring time, devices for measuring time, inventors of such devices, etc.
4. discussing various methods of measuring time.
5. making crude instruments for measuring time and sharing the results with classmates.

PRIMARY SCIENCE

The student shows his awareness of butterflies by participating in a discussion on the subject.

The student demonstrates his interest in butterflies by bringing a collection to school for "Show and Tell".

The student displays his knowledge of butterflies by volunteering to give an oral report on the subject.

The student shows his interest by helping classmates begin collections of their own.

The student shows appreciation for the beauty of butterflies by drawing and coloring pictures of them on his own.

The student displays his continuing interest in butterflies by talking about them months after the unit has been completed.

The student will demonstrate an interest in simple machines by:

1. taking part in group discussions.
2. willingly reading books on the subject.
3. reporting, on his own, to the class about simple machines around us.
4. constructing simple toys made from a combination of the wheel, level, wedge, axle, etc. and bringing them to school.
5. helping others to construct toys, etc.
6. being attentive during films, stories, reports about the subject.
7. compiling a list of simple machines he sees around him from day to day.
8. suggesting a trip to the Museum of Science and Industry to learn more about machines.
9. collecting pictures for a scrapbook.
10. visiting the industrial arts room, boiler room, etc. to look for simple machines.

The student will exhibit his interest in the problem of pollution by:

1. willingly taking part in class discussions and activities.
2. choosing to read additional books from the library on the subject of pollution.
3. choosing to watch T.V. programs on the subject of pollution.
4. willingly paying attention and asking questions on class field trips.
5. volunteering to perform experiments showing the effects of pollution.
6. keeping a journal of personal observations of signs of pollution.

The student will manifest a response to the problem of pollution by:

1. volunteering to share materials and information gathered from outside reading.
2. collecting pictures from magazines and newspapers which show examples of pollution.
3. offering to keep track of the air pollution index each day and reporting to the class.
4. choosing to keep a personal record or calendar of the air pollution index each day.
5. offering to contribute materials and ideas in preparing a class bulletin board on pollution.

The student will demonstrate his desire to show the need for individual responsibility in solving the problem of pollution by:

1. subscribing to Ranger Rick magazine (or other nature magazine).
2. freely choosing several ways of stopping pollution and carrying them out at home and school.
3. trying to influence others regarding their responsibilities.
4. organizing or willingly participating in a clean-up day to rid the school grounds of litter.
5. volunteering or choosing to plant plants at school or home.
6. volunteering to work on the school's Earth Day student committee.
7. writing to large industry and/or government agencies demanding control on industrial pollution.

INTERMEDIATE LANGUAGE ARTS - CREATIVE WRITING

The student demonstrates an interest by searching for and bringing to class a "story-potential picture", exhibiting:

1. a sensitivity toward its contents.
2. an ability to project himself.
3. an interest in creating his "own" story.

The student demonstrates responsiveness to the task by his willingness to pre-plan his story by:

1. thinking quietly before writing, mentally (or with brief notes) selecting his story elements.
2. organizing these into a tentative idea system.

The student will demonstrate an appreciation of effective language skills by his willingness to:

1. employ a dictionary or thesaurus as he works.

The student will demonstrate personal involvement in the task by:

1. showing eagerness to begin the story.
2. complete absorption as he writes, often rapidly, and steadily.
3. stopping to enjoy what he has produced, smile or frown perhaps, or re-thinking.

The student will display a sense of craftsmanship by

1. proof-reading his story.
2. exploring, as he proof-reads, alternative ideas or words.
3. willingness to consider this an "author's copy" or first draft on which he makes revisions, prepares final format.

On completion of the story the student exhibits a personal satisfaction by his

1. eagerness to share it with others.
2. enjoyment displayed as he shares his story.
3. pride felt in completion of the task to his satisfaction.
4. sense of reward for word manipulation.

INTERMEDIATE SOCIAL STUDIES

The student will demonstrate awareness of the differences between "inquiring" and researching by:

1. pointing out that "inquiry" involves formulation of a problem or question, a judgment about which is reached on the basis of given evidence.
2. pointing out that researching involves gathering evidence, but not evaluating it in terms of a basic problem or question.
3. stating differences between question suitable for "inquiry" and the "fact" questions that can be easily resolved.

The student will formulate a question for "inquiry" and pursue an investigatior leading to resolution by :

1. contributing eagerly to class projects and discussions, giving evidence of a developing interest.
2. reading in the area of interest.
3. formulating a basic question which he states he wishes to reach resolution about.
4. seeking out appropriate resource materials.
5. requesting school time to work on the investigation.
6. choosing to work on it out of school.
7. wishing to secure information about obtaining a variety of sources.
8. wishing to discuss investigation - topic - question - resources - etc., wi friends and teachers.
9. asking to present findings and judgments to other students.
10. becoming exercised in defending and explaining his research and conclusion:

Students will demonstrate commitment to challenging and questioning resources, evidence and conclusions which relate to a given inductive argument by:

1. questioning bias in resources.
2. questioning author's qualifications and attitudes.
3. being critical of the relation between evidence and conclusion.
4. raising questions about the sufficiency of evidence as support for conclusion.
5. questioning the probability of conclusion by noting inadequacies in the evidence.
6. expressing criticisms and questions freely to rest of group.
7. taking the trouble to find evidence and formulate arguments which contradict the conclusion.
8. making an effort to convince others of weaknesses in given inductive arguments based on his additional evidence.
9. pointing out qualifications related to the probability of conclusions.

INTERMEDIATE MATHEMATICS

The student will show an <u>interest</u> in mathematics by:

1. coming to class everyday.
2. focusing his attention on that material which is being presented (considered).

The student will <u>respond</u> positively to mathematics by:

1. answering questions posed in class.
2. doing homework assignments.
3. doing classroom assignments.

The student will show a preference for mathematics by:

1. volunteering to answer questions.
2. posing questions to the teacher concerning parallel problem situations.
3. bringing supplementary mathematics books to class (unsolicited).

The student will demonstrate the importance of mathematics in his value system by:

1. researching Erostathenes in the encyclopedia and other volumes, and reporting his findings to the class (unsolicited, but suggested).
2. volunteering to transfer the sieve of Erostathenes to poster board for display to the class.
3. extending the sieve of Erostathenes to 1,000 and reporting to the class all the prime numbers included within.

The student will incorporate prime numbers into his value complex by:

1. referring to the sieve of Erostathenes for proof that a number can not be factored further than itself x 1 when factoring numbers in future units.

INTERMEDIATE SCIENCE

The student will demonstrate his awareness of the scientific method by:

1. recognizing its use by others in their attempts to solve scientific problems.
2. recognizing it as a method of solving problems in science.
3. by keeping accurate records of experiments and observations.

The student will demonstrate his response to the scientific method by:

1. using it himself when attempting to solve scientific problems.
2. writing a paper showing how a famous scientist used the scientific method in reaching a well-known conclusion.
3. showing enjoyment in solving problems using the scientific method.

The student will demonstrate that he values the scientific method as a tool of inquiry by:

1. showing others its use in solving everyday problems.
2. waiting to draw conclusions until he has conducted satisfactory experiments to support them.
3. questioning others' conclusions as to what their evidence(experiments, observations) was and how it was derived.
4. explaining its use and advantages to others and encouraging them to use it.
5. devising experiments on his own to test conclusions, ideas, etc. presented in class and demonstrating these to the class.
6. starting a science investigation club that utilizes the scientific method to conduct its investigations.

The student will demonstrate that he is beginning to internalize the use of the scientific method by:

1. making observations on his own, testing them, drawing conclusions, and presenting this work to the class as a project.

The student shows an awareness of weather as a scientific phenomenon by:

1. reading non-fiction (science) books as a source of information.
2. using scientific instruments in predicting weather.
3. rejecting weather sayings that are superstitious.
4. attempting to explain weather phenomena using scientific concepts and principles.
5. using a scientific approach in gathering weather data.

The student demonstrates a keen interest in the weather by:

1. listening to weather forecasts on radio and TV.
2. studying the weather map in newspapers.
3. purchasing weather instruments.
4. constructing weather instruments of his own.
5. discussing the weather with friends.
6. keeping a weather chart.
7. learning weather symbols.
8. setting up a weather station.
9. attempting to predict the weather.

The student exhibits an appreciation of the importance of various kinds of weather by:

1. participating in seasonal sports.
2. not complaining when weather interferes with a planned project.
3. listing jobs that are made possible by the changes in weather; e.g., manufacturers of air conditioners, snowmobiles, umbrellas, etc.
4. pointing out the effects of weather in providing variety in his physical environment; e.g., deserts, creeks, etc.
5. wearing proper clothing in anticipation of weather changes.
6. discussing the importance of having various kinds of weather.

The student expresses a desire to learn more about weather by:

1. doing additional reading in this area.
2. seeking to find out reasons why the weather was different from what was predicted.
3. learning more about the variables that interact to make weather.
4. performing experiments on his own dealing with weather variables.
5. meeting with a meteorologist as a source of information.

JUNIOR HIGH LANGUAGE ARTS

The student shows an interest in supplementary reading related to the course by:

1. checking out books by familiar authors that are not on the required reading list.
2. inquiring at the public library for additional books not found in the school library.
3. seeking out other forms of written material by an author such as: poetry, plays, essays and bringing them to the attention of other members in the class.

The student ties literature into the extracurricular program of the school by:

1. encouraging other students to organize a Literature Club to be held on students' free time.
2. requesting other interested students to collectively buy favorite "paperbacks" to be shared by the class.
3. posting on the bulletin board films, lectures, plays that are related to class reading, and suggesting field trips.
4. choosing to write a book review for the school newspaper.

The student will demonstrate an interest in literature by expressing a desire to relate literature to other courses:

1. by selecting the area of literature for a paper and relating it to a historical period (i.e., Gone With the Wind and the southern point of view concerning the Civil War).
2. by bringing to the attention of the class current non-fiction that is related to current events.
3. by choosing to read biographical studies of famous scientists and mathematicians.

The student will demonstrate an awareness of poetry by:

1. having varied and numerous favorable experiences in literature (other than poetry) with the teacher.
2. listening as the teacher presents orally several examples of the "type" of poetry that will "catch" this class.
3. discussing freely past experiences and attitudes toward poetry (good and bad) AND by attempting to analyze these past experiences and attitudes.

The student will participate in the study of poetry by:

1. accepting and completing assignments.
2. volunteering to read poetry (a poem) orally.
3. making constructive contributions to discussions about assigned material.
4. incorporating the suggestions of the teacher and/or text in "handling" various selections.
5. listening attentively (and ultimately with pleasure) to records, etc. — multi-media approach — as they are presented.
6. sharing (with the teacher and/or class) personal, subjective responses to the poetry.

The student will value the study of poetry by:

1. demonstrating his increased interest in poetry by
   a. asking for more and specific kinds of poems to be assigned.
   b. reading poetry just for the sake of reading it because he knows it is a pleasurable experience.
2. stimulating and helping others and himself to achieve a deeper (higher?) level of valuing.
3. writing to poets and/or publishers for comments and/or answers.

The student will organize for himself the study of poetry by:

1. recognizing and acknowledging his "taste" in poetry.
2. accepting the subjective element in poetry.

JUNIOR HIGH AMERICAN HISTORY

The student will demonstrate his interest in the world around him by:

1. reading newspapers.
2. volunteering information about current events in a class discussion.
3. discussing current events in and outside of the school environment.

The student will show his appreciation and acceptance of the role of an historian by:

1. selecting primary sources of information to read.
2. expressing value judgments supported by research.
3. exhibiting an objective attitude while reporting upon an historical event.
4. doing voluntary research into the area of historical methods and famous historians.
5. identifying and pointing out to others BIAS sources of information.

The student will demonstrate an interest in the causes and results behind America's involvement in all wars since the American Revolution by:

1. selecting a particular war and compiling a list of resources dealing with the war.
2. selecting primary sources of information concerning all sides of our involvement in a particular war.
3. contributing to class discussions on the topic.
4. preparing a re-enactment of the causes behind our involvement in a particular war.
5. reading several newspaper accounts of the Viet Nam War and pointing out inconsistencies.
6. volunteering to re-enact the peace conference that ended a particular war.
7. reading books concerning our involvement in a war or about wars in general.

The student will demonstrate his commitments to a value judgment concerning the U.S.'s involvement in the Viet Nam War by:

1. discussing our involvement in the War outside of a structured classroom.
2. forming a value judgment concerning the War and acting in such a way as to carry out the judgment.

The student will demonstrate an interest in the environment by:

1. voluntarily reading material on the environment and its problems.
2. discussing the pollution of our environment in and outside the classroom.

The student will demonstrate a commitment to solving the problems of environmental pollution by:

1. forming a value judgment concerning pollution and acting in such a way as to carry out the judgment.

JUNIOR HIGH SCIENCE

The student will demonstrate his enthusiasm for making observations of primarily unknown phenomena by :

1. making exuberant comments such as "This is groovy - it's really groovy" or "What an observation!"
2. exhibiting pleased facial expressions.
3. arriving in the laboratory early and staying late.

The student will demonstrate his interest in and enthusiasm for scientific knowledge by voluntarily:

1. subscribing to and/or reading appropriate journals.
2. purchasing and/or reading books about scientific achievements, and or scientists.
3. joining a science club.
4. participating in field trips.

The student will indicate his respect for and pride in doing scientific work by:

1. cooperating with others in the maintenance of the laboratory.
2. collecting specimens, both animate and inanimate, with respect for the maintenance of the resource, his need and the needs of others.
3. observing safety rules and regulations applicable to the well-being and to himself.

The student will indicate his enjoyment of the role of a scientist by:

1. recognizing an interesting problem.
2. developing a well-designed objective experiment.
3. welcoming the "flash of genius" which gives insight to the problem.

The student will indicate his appreciation of the development of a scientific concept by:

1. being aware of the historical background of the concept.
2. admiring the logical progression of the building of the mental model of the concept.

The student will recognize the value of applying scientific training to present day problems by:

1. advocating collection of data on a problem, such as air pollution from electrical generating stations.
2. proposing alternate procedures such as reduced consumption of power as well as better techniques for the burning of fuel.
3. acting upon the problem.

HIGH SCHOOL SOCIAL STUDIES - AFRICAN RELIGIONS

1. Receiving objectives - awareness of by ———
2. Responding objectives - appreciation of by ———
3. Valuing objectives - developing values by ———
4. Organizing objectives - rethinking philosophy by ———
5. Ideals - expands view of self and humanity by ———

The student demonstrates an awareness of African religions by:

1. seeing objects of art, hearing music, viewing forces which express African religious values.
2. listening to a discussion among teachers on former African Studies students on religion.
3. hearing poetry readings which emphasize religious values.
4. viewing costumes, architecture, books, pictures from magazines, domestic articles which are chosen with an eye towards religious expression.

The student shows an appreciation of African religions by:

1. writing assigned papers on the beliefs of certain African peoples; research, essay, and comparative forms exploring materials which analyze the religious content of music, art, dance, household articles.
2. watching TV programs on African myths.
3. purchasing books on African myths and religions.
4. purchasing books on African art and music with eye towards the religious content.
5. discussing points in African philosophy and comparing with own attitudes or those of other cultures.
6. bringing books, slides, records, objects to class which illustrate religious beliefs or attitudes.
7. announcing programs of music, dance, art or poetry which explain the religiou content, also lectures on African religions.
8. reading assignments on African religions.
9. discussing outside of class, organizing of seminars or parties to discuss African religion.
10. studying refutations to African myths suggesting others take the course.

The student shows a development of a value system concerning African religions by:

1. promoting inclusion of African insights on religious practices (art, music, ritual) in programs or services of own church or synagogue.
2. recognizing certain similarities of own religious values to those of certain African peoples.
3. expressing development of insights into own previously-held religious convictions which have been provided by study of African religions.
4. expressing feelings that certain attitudes toward African peoples seem superior to him than his previously-held beliefs and hence certain that his attitudes have changed.
5. recognizing the inaccuracies in myths about Africa and spreading the word.

The student demonstrates a reorganization of his religious philosophy by:

1. discussing and formulating personal religious beliefs in an increasingly clear manner.
2. challenging the beliefs of others with greater precision.
3. challenging the myths people often believe about African religions with increasing vigor and certitude.
4. writing essays and other papers which illustrate changes made in total outlook on life as a result of the study of African religions.
5. participating in the teaching and formulation of the course's section on African religion (students as guest lecturers, as visitors, etc.)
6. convincing others to sign up for the course.

The student demonstrates an expanding view of self and humanity by:

1. exhibiting a more relaxed and secure manner regarding his religious or ethical structure.
2. showing in his future discussions an increasingly tolerant attitude towards other value systems.
3. exhibiting an increasing sensitivity to the uniqueness of each human being, his manner of expression, his stated beliefs, his areas of conflict or confusion.
4. showing in his future actions and discussions a dynamic respect for the variety and depth of African religious traditions.
5. expressing through the growing force and depth of his personality the role of African religions, philosophies and value systems in the planetary community.

HIGH SCHOOL MATHEMATICS

The student will develop an awareness of mathematics by:

1. doing assigned work willingly.
2. attending class regularly.

The student will show an interest in mathematics by:

1. enrolling in the next mathematics course.
2. enrolling in an elective mathematics course.
3. joining a mathematics club.
4. participating in mathematics contests held locally.
5. participating in mathematics contests such as the M.A.A. Test.
6. reading books on mathematics.

7. reading about mathematicians.
8. going to the mathematics laboratory during his free time.
9. playing mathematical games with classmates after assignments have been completed
10. playing mathematical strategy games by correspondence with students in other schools, states, or countries.
11. bringing puzzles, etc. to the class discussions.
12. bringing articles, cartoons, etc. to class.
13. submitting a project in mathematics for the science fair.
14. making a notebook containing math games, etc.
15. exhibiting perserverance in solving problems.
16. solving or trying to solve problems not assigned.
17. developing or proving an idea or hypothesis suggested by class discussion.
18. volunteering to do a bulletin board exhibit on mathematics.
19. volunteering to make a model to use in explaining a particular idea.
20. enrolling in a NSF institute, etc. for high school students during the summer or on Saturdays.
21. bringing to class illustrations of how mathematics is being used today.

The student will show an appreciation of the value of mathematics by:

1. becoming very excited during a class discussion.
2. talking to the teacher and/or his peers about the beauty of mathematics.
3. exhibiting pleasure in working mathematical problems.

The student demonstrates awareness of mathematical logic and its terminology by:

1. offering fully during class discussion.
2. completing assignments willingly.
3. asking for reading materials on the background and use.
4. relating how logic might be used in playing "parlor" games.
5. using logic diagrams to solve class problems.

The student will demonstrate an appreciation for logic by:

1. using the symbolic logic approach in solving puzzle or thought problems instead of another approach.
2. playing with truth labels in his free time.
3. reading from Through the Looking Glass, Flatland, or more serious books concerned with the subject and discussing their math's objectives.
4. offering to present to his class topics he has read.
5. developing his own computerized truth table system.
6. reading books concerned with computer systems.
7. furnishing voluntarily solutions to problems.
8. buying mathematical puzzle books.
9. trying to help others to use a logical approach to problems.

The student develops his interest in systems of logic by:

1. reading material on the foundation of such systems.
2. creating a model of a logical system.
3. examining Euclidean and non-Euclidean geometries for their completeness, consistency, categoricalness.

The student will display his interest in the mathematicians who contribute to logic by:

1. reading their biographies.
2. exploring material or how they approached their problems.
3. talking about them in supplementary discussion.

The student will enjoy tracing and curve drawing logic by:

1. sketching these during leisure time.
2. applying this to map drawing.
3. exploring the field of topology in its relation to these problems and then discussing what he has read.

The student demonstrates devotion to a logical system by using logic in solving problems.

HIGH SCHOOL FOREIGN LANGUAGE - GERMAN

The student will exhibit an interest in the German language by:

1. joining the German Club.
2. voluntarily reading books related to German and Germany.
3. attending German films and listening to German radio programs.
4. voluntarily preparing special projects or displays.
5. contributing ideas and materials to the class.
6. singing songs at parties, picnics, etc.

The student will demonstrate his appreciation of the German people and language by:

1. voluntarily attempting to speak German.
2. talking to other people about Germany and the German language.
3. listening to other people talk about Germany and the German language.
4. voluntarily reading books and materials about Germany.
5. corresponding in German with a person in Germany.

The student will develop awareness of his own language and culture by :

1. comparing German customs with those of his native language.
2. comparing German words with those of his native language (cognates).
3. comparing German grammatical structure with that of his native language.
4. reading about German-Americans and their contributions to the United States.
5. comparing the different ways in which the same idea is expressed in English and in German.

SCHOOL OR INSTITUTION

OBJECTIVES

PRIMARY LEVEL

The student demonstrates an interest in school by:

1. coming to school prepared to work.
2. bringing any materials he will need.
3. completing work.
4. bringing further information about a topic to school.
5. adding to class discussions.
6. enjoying school activities.
7. initiating school activities with classmates.

The student displays an appreciation of school by:

1. learning all that he can while at school.
2. observing school rules.
3. taking care of his desk.
4. keeping the building as clean as he can.
5. listening attentively to assembly activities.
6. helping school personnel when possible.
7. trying to make others aware of what advantages there are in school.

The student shows respect for the school as an institution by:

1. addressing teachers and principal by their proper names.
2. not defacing school property - books, walls, playground.
3. not interrupting another.
4. taking turns in class discussions.
5. not disturbing others when they are working.
6. standing quietly in line so as not to disturb others.
7. attempting to persuade others to take pride in their school.

The student demonstrates responsibility in relation to his school by:

1. being as punctual as possible.
2. attempting to finish assignments.
3. being prepared for school to the best of his ability.
4. being a good room helper (watering plants, line leader, fire marshall)
5. playing with playground equipment in the proper manner designated.
6. obeying school rules.

The student demonstrates his responsible attitude toward school by:

1. putting forth a sincere effort to increase his knowledge; e.g., being on time, completing assignments, being prepared to work, eager to receive, give and question.
2. acting in a way that will not keep others from learning; e.g., consideration and compassion for others in his language and behavior.
3. outwardly displaying pride; e.g., supporting school functions, supporting a position in which he believes, talking positively about school or tries to alter the condition.

The student will exhibit his ability to accept responsibility for himself while he is in the learning center by:

1. coming quietly from his room to the learning center.
2. signing in promptly without disturbing others.
3. having supplies ready so he may begin work quickly.
4. beginning his task or project promptly.
5. "sticking to" his task until it is completed.
6. waiting quietly for his turn for individual help.
7. putting his materials away and being ready to leave the learning center when his time period is over.
8. going quietly back to his room without disturbing others.

The student will exhibit his respect for the rights of others in the learning center by:

1. working quietly.
2. taking turns with materials.
3. returning materials to their place when finished with them.
4. following proper procedure for signing out materials.
5. reporting damaged materials promptly to the aide or teacher.

The student indicates that he enjoys school by:

1. exhibiting positive attitudes toward school in dramatic play, role playing, or peer-group discussions.
2. attending regularly when circumstances permit him to do so.
3. enthusiastic participation in school activities.
4. electing to continue his formal education.

PRIMARY LEVEL — continued

The student shows respect for the people (school staff, peer-group) involved in furthering his education which is demonstrated by :

1. actively participating in the formation of school policy rules, etc. through group discussions, school councils, etc.
2. cooperating with school staff and peer group.
3. obeying school rules.

The student shows respect for the facilities provided to help in his education which is demonstrated by:

1. taking care of the equipment and the facilities that he uses.
2. noting activities (or actions) which might cause harm to the building and equipment and making suggestions for changes when needed.

The student appreciates informal as well as formal education as demonstrated by:

1. reading a wide variety of material.
2. actively seeking contact with people from a variety of economic groups, vocations, age groups, etc.

The student demonstrates a favorable attitude toward learning by:

1. saying favorable things about it.
2. putting himself in the presence of this kind of stimulus.
3. staying in the presence of this kind of stimulus as long as he can.
4. doing more than minimum requirements.
5. encouraging others to seek stimulus.
6. asking questions.
7. seeking out instructor to discuss stimulus.
8. keeping coming back for more experiences with stimulus.
9. overcoming obstacles to come into and stay in contact with it.

The child indicates a responsible attitude toward school by:

1. being prepared daily.
2. considering school rules important.
3. consistent attendance and promptness.
4. completing assignments.

PRIMARY LEVEL — continued

The child indicates a positive attitude toward school by:

1. writing a paragraph that states his view.
2. talking about why he likes school.
3. actively becoming involved in school activities.

The child indicates his loyalty to his school by supporting the school teams in sports events.

The child indicates an enthusiastic attitude toward school by:

1. arriving early.
2. asking to stay after school.
3. volunteering for special projects.

The child indicates an understanding of classroom rules by suggesting needed ones for the class.

The child indicates his respect for school rules by encouraging his friends to accept them.

The child indicates his willingness to cooperate with teacher and principal by consistently following school rules.

The child indicates an interest in school rules by questioning their importance by working toward improvement or change.

The child indicates an awareness of the need for education as he relates the usefulness of school activities and new learnings to activities outside of school in a paragraph.

INTERMEDIATE LEVEL

The student displays a positive attitude toward school by:

1. attending school regularly.
2. being punctual.
3. saying he likes school.
4. obeying school rules.

5. completing assignments.
6. seeking help with assignments even on his own time.
7. engaging in school-sponsored projects.
8. expressing a desire to be a teacher.
9. persevering in long-range tasks.
10. participating in school activities.
11. behaving properly even when unsupervised.

The student exhibits an enthusiasm for the acquisition of knowledge (subject matter) by:

1. spending much of his free time engaged in constructive learning experiences.
2. seeking to involve others in projects.
3. developing original projects.
4. asking probing questions.
5. working without the incentive of extrinsic reward; i. e., good grades, stars, teacher praise.
6. viewing educational TV programs in preference to those that are simply entertaining.

The student will demonstrate respect for and understanding of himself by :

1. questioning authority when he feels he has been treated unjustly by that authority.
2. expressing his reactions—both positive and negative—to the ideas and proposals of others.
3. choosing projects and activities which help develop <u>his</u> skills and self-esteem.
4. making judgments about participation in activities in respect to his needs, interests and abilities.
5. allowing himself to be guided in decision-making by his own beliefs rather than those of a group leader or authority figure.
6. by rejecting or accepting ideas or proposals regardless of peer group pressures, <u>if necessary</u>.
7. developing a standard of behavior which integrates <u>his</u> beliefs and needs with those of society.

The student will demonstrate a commitment to learning for its own sake (and for his) by:

1. continuing to pursue content areas studied once the course is completed.
2. requesting further involvement in some academic areas.
3. purchasing books and materials relating to these developed interests.
4. requesting extra time with teacher for extended discussion on subject.
5. continuing to read in the areas.
6. participating in extra-curricular activities relating to the subject (Spanish Club, music lessons, etc.)
7. continuing to take courses, or even major in an area, <u>even if</u> grades are not topnotch.

8. developing a professional commitment to academic and/or related-academic areas.
9. pursuing new investigations, continuing to cultivate new curiosities.
10. choosing to learn something new instead of sticking with the same old garbage in which he has security.

The student will show consideration of others by:

1. not interrupting someone else when they are speaking.
2. including new students in activities.
3. helping others who are having difficulty in a certain area.
4. displaying some tact when dealing with problems concerning others.
5. assisting peers or adults who are permanently or <u>temporarily</u> disabled (handicapped).
6. wanting to undertake a class project to help a needy family, organization, etc
7. introducing people who have never met each other (parents to teachers, siblings to teacher, or friends).

The student will show he values education by:

1. attending school regularly.
2. completing assignments to the best of his ability.
3. seeking extra help when he feels it is necessary.
4. encouraging his friends (others) to remain in school.
5. seeking out opportunities to further his education outside of the regular program (special interest study groups, clubs, seminars, etc.).
6. aiding others who are having trouble learning (tutoring program).
7. organizing a special group to help slow learners.

The student will show pride in his school by:

1. telling others about it and its activities.
2. respecting its physical properties (not marking on walls, throwing trash on ground).
3. wearing school emblems (colors, jacket, sweater).
4. participating in school-sponsored activities.

The student will demonstrate his cooperation and involvement within the class by:

1. lending equipment for the carrying out of classroom activities.
2. using reference materials when he questions something rather than simply asking the teacher.
3. including many types of presentation when reporting research to class (graphs, maps, dioramas, pamphlets, models, writings and drawings).
4. inquiring about careers which use the skills of a particular subject.

INTERMEDIATE LEVEL — continued

5. writing prose and/or poetry expressing his view of subject.
6. suggesting dramatizing an area of knowledge, which generates much excitement, and presenting it to neighboring classes.
7. requesting additional supplies to undertake a personal project.

The student will demonstrate a responsible attitude toward school by:

1. working independently outside the classroom without supervision.
2. tutoring another student who is at a lower level of achievement.

A student may demonstrate a willingness to observe school rules for benefit of all by:

1. observing need for quiet conduct at certain times, and certain places in the school.
2. careful use of library facilities (respecting value of books, etc. by not defacing or damaging those he uses; promptly returning borrowed materials).
3. not defacing or damaging school premises or facilities.
4. organizing and being responsible for his own personal properties in such a way as to maintain school's standards of orderliness (also considers that personal habits and dress—neatness, cleanliness—etc. may affect others around him.

The student will show a willingness to consider other's rights when pursuing own freedoms by:

1. curtailing an activity when he is aware it causes distress or hardship to others.
2. modifying behavior or seeking other more desirable alternatives if he is infringing on rights of others.
3. being open-minded in exploring alternatives.

The student will show a willingness to work at education tasks by:

1. efforts to develop stronger learning skills.
2. efforts to develop better work-study habits.
3. working beyond requirements of tasks given.
4. carrying out assignments adequately.
5. carrying out assignments promptly.
6. carrying out assignments with integrity.
7. striving toward goals of self-improvement in academic situations, showing pride in work of excellence at own best levels.

INTERMEDIATE LEVEL — continued

The student will demonstrate an appreciation of school opportunities by:

1. speaking with pride and approval of activities provided, experiences shared.
2. participating effectively in group activities.
3. dependable behavior in school situations requiring it.
4. working constructively to improve school conditions, or relationships.
5. a courteous, cooperative manner with instructors and administrators.

The student will demonstrate that he equates school opportunities with personal advancement by:

1. being able to take constructive criticism.
2. learning from his mistakes.
3. making an effort to establish realistic goals.
4. desiring to gain insights into his own personality structure - seek advice - or discuss - or explore ideas.

JUNIOR HIGH SCHOOL LEVEL

The student will acknowledge the value/worth of time spent in school by:

1. coming there having met to the best of his ability basic/essential health rules.
2. accepting the fact that he is there to learn (not holding a conflicting view of educators).

The student will show responsibility toward his school by:

1. completing assignments.
2. being prepared for each task.
3. caring for—not abusing school property.

The student will demonstrate cooperation toward school by:

1. regular and punctual attendance.
2. adjusting to the physical and social environment of the school.
3. complying with school rules and regulations.
4. respecting others and their values.

The student will demonstrate his willingness to participate in school by:

1. enthusiastically taking part in required activities.
2. devoting time and energy to activities that are not required.

The student will demonstrate pride in his school by:

1. discussing his positive attitudes/dispositions about the place with others.
2. contributing to/enhancing school spirit.

The student will demonstrate his sensitivity toward his school by:

1. being realistic about its assets and its faults.
2. independently observing a situation and "rising to the occasion" without any guarantee of reward.

The student will demonstrate a respect for class assignment standards by:

1. handing in assignments on time.
2. showing work that is neat in appearance.
3. completing the assignment.

The student will demonstrate pride in the homeroom class by:

1. willingly accepting classroom policies set down by fellow students and teacher.
2. favorably talking to other students about classroom plans (i.e., class trips, parties, projects).
3. eagerly participating in classroom social activities.
4. demonstrating a competitive spirit in homeroom intramural sports.

The student will demonstrate his value towards education by:

1. participating in school activities.
2. regular and prompt attendance.
3. preparedness for class.
4. arriving early, leaving late in order to take part in school activities.
5. volunteering to do outside projects.
6. discussing his goals for the future.
7. enthusiasm towards class assignments.
8. respect for figures of authority (i.e., teacher, principal).

A member of the school community (teacher and/or student) will demonstrate his interest in the operation of the school by:

1. paying attention in class or at faculty meetings.
2. accepting an assignment to work on a committee to revise the grading system.
3. gathering materials on other grading systems and participating in discussions re: grading system.
4. developing methods to improve the grading system.
5. accepting the results of the efforts of the grading system committee.
6. incorporating the accepted procedures in method of instruction, study and evaluation.

The student will demonstrate respect for authority by:

1. following the basic rules established for the orderly running of the school.
2. working through established channels to change, abolish, or create rules.
3. talking to teachers and administrators in a mature and civil manner.
4. emulating an authoritarian structure in personal organizations which he may establish or be a part of.

The student will demonstrate a commitment to learning by:

1. volunteering for extra work and not expecting a "grade" reward.
2. helping others overcome learning problems.
3. encouraging and promoting class activities which will aid a learning situation.
4. working outside of school in support of school orientated legislation (State, Local, National).
5. showing independence and self-direction in organizing personal activities.

The student will demonstrate his acceptance of responsibility by:

1. conducting his personal affairs in such a way as to NOT interfere with others.
2. voluntarily managing his work schedule to a point where he completes required assignments and assigned duties.
3. taking a leadership role when asked to do so.
4. bringing the proper materials to the proper class.
5. accepting the consequences of his own acts and working through channels to seek remedies.

The student will demonstrate his perseverance by:

1. choosing a task of his own choice and working on it to completion.
2. continuing to try and attain success in an area after repeated failures or set backs.
3. formulating an hypothesis or goal and working toward it regardless of the obstacles, such as peers, teachers or the school atmosphere.

HIGH SCHOOL LEVEL

The student demonstrates his interest in school by:

1. attending school regularly.
2. participating in school activities.
3. coming prepared to work.

The student demonstrates his appreciation of school by:

1. talking to others about his school.
2. defending his school when challenged.
3. making contributions to the school in the form of ideas, physical help, etc.
4. wanting to make it better; that is, wanting to improve it.

The student shows pride in his school by:

1. respecting school property.
2. talking favorably or defending his school when challenged.
3. obeying rules and regulations.
4. arriving in class on time -- at least not being a disturbing factor when he arrives.
5. not interrupting others when they are talking.
6. being quiet when moving through hallways during class time.
7. not laughing or making fun of others when they make mistakes.
8. not monopolizing classtime with individual problem in which there is no class interest.

The student will demonstrate his appreciation toward school as a place for broadening his life by:

1. usually remaining attentive during school hours.
2. coming early or staying late to discuss his ideas with teachers, friends.
3. trying to convince friends to remain in school.
4. participating in activities supportive of the school; i.e., getting out referendum vote.
5. stating pride in school.
6. answering positively on a school attitudes questionnaire.
7. continuing into higher education.
8. exploring higher education.

The student will exhibit acceptance of the need for school rules by:

1. obeying them himself.
2. participating in student government.
3. upholding and arguing for them when he feels the need.
4. discussing freely these rules.
5. working for revision when necessary instead of disobeying existing rules.
6. serving as a monitor of halls.
7. volunteering suggestions for improving or enforcing.

HIGH SCHOOL LEVEL — continued

The student will like to study and learn as demonstrated by his:

1. eagerness to start assignments.
2. willingness to read extra books to achieve his purpose.
3. willingness to do extra credit projects.
4. eagerness to talk about his work.
5. eagerness to persevere in a difficult task; i.e., interest in a complicated task keeps him going.
6. discovering (discussing) additional solutions to problems when this is unassigned.

The student will value a learning environment as demonstrated by:

1. remaining quiet during presentations.
2. contributing to discussions.
3. offering new ideas.
4. offering to help others in something he does well.

The student will express his ability to be a contributing part of the educational community in high school by being aware of:

1. rules and regulations.
2. roles of administrators, teachers, the board and the students.
3. the philosophy of the school.
4. the reasons for the existence of an institutional structure.
5. school organizations.
6. academic and non-academic offerings.

The student will exhibit his appreciation of the contributions of the school community to personal and social growth by:

1. participating in school organizations such as student council, clubs, sports events, academic groups.
2. choosing to attend school programs which inform, discuss or entertain.
3. reading the history of the school or reading about its philosophy.
4. respecting the rationale of present rules while investigating these rationales (examples:)
   a. asking principal about rules, philosophy, administrative practices, roles of each group (teachers, students, board, administration).
   b. asking teachers same.
   c. asking students same.
   d. questioning board members.
5. participating in class discussions.
6. completing requirements of classes.
7. reading and discussing contrasting philosophies of education or practices of administration by teachers, administrators or board.

8. participating in committees which discuss changes in school policies or philosophy.
9. learning of individual's attitudes through casual, "social" discussions.
10. comparing and learning of other facts, concepts, approaches in course work through casual discussions with faculty and students.

The student will demonstrate personal involvement in his growth in value development by:

1. organizing a club on a topic or field which interests the student or responds to his knowledge or values.
2. contacting and urging administrators, board, teachers to support issues or change policies - academic, non-academic, procedural, etc.
3. perhaps challenging rules he believes to be wrong and discussing his point of view.
4. advocating positions within organizations.
5. discussing merits of certain positions with idea of deciding upon one - relevant to new courses, organizations, etc.
6. discussing academic issues within classrooms with eye towards decisions.

The student will demonstrate his growing maturity or organization of values by:

1. participating in school-wide discussions at the end of each year to evaluate his emotional, political and academic growth.
2. suggesting and pushing for specific changes with an eye towards a change in school philosophy.
3. discussing own philosophy of education with those who disagree.
4. expressing own philosophy towards the school at end of the four years - perhaps at graduation, in essays, in meetings of seniors with other members of school community.

SELF CONCEPT

OBJECTIVES

The teachers who participated in this workshop felt that it was improper for them to indicate how children should feel about themselves. Instead, they formulated the following teacher-oriented objectives.

The teacher shall help a child to clarify his interests, attitudes and values.

The teacher shall help a child to organize his interests, attitudes and values into a consistent system.

INSTRUMENTS TO MEASURE ATTITUDES TOWARD SUBJECT MATTER

INTERESTS - PRIMARY

Like		Undecided	Dislike
A-P-NAc	1.	Go to a show (movie)	
I-P-NAc	2.	Play baseball	
A-W-Ac	3.	Collect rocks	
A-NAc	4.	Ride in a bus	
I-NAc	5.	Visit the doctor's office	
A-Ac	6.	Watch fish in a tank	
I-W-Ac	7.	Read a book about friends	
I-NAc	8.	Talk to strangers	
H-A-W-NAc	9.	Take a bath	
H-A-P-NAc	10.	Ride my bike	
H-I-P-NAc	11.	Play with older children	
H-A-NAc	12.	Eat spinach	
H-I-P-NAc	13.	Play Old Maid with Mom	
A-W-Ac	14.	Paint a picture	
I-NAc	15.	Walk in the woods with a good friend	
I-NAc	16.	Go shopping	
H-A-W-N-Ac	17.	Make my bed	
S-A-W-Ac	18.	Do science experiments	
H-A-W-NAc	19.	Give the dog a bath	
H-A-W-NAc	20.	Cut out paper dolls and clothes for them	
A-NAc	21.	Go swimming in a pool	
H-A-P-NAc	22.	Watch T.V.	
I-Ac	23.	Listen to someone read a good story to me	
H-I-P-Ac	24.	Play school	
H-A-P-NAc	25.	Pick up my toys and put them where they belong	
A-NAc	26.	Walk in the snow	
A-P-NAc	27.	Play at the playground all by myself	
S-I-P-NAc	28.	Be captain of a football team	
H-I-P-NAc	29.	Visit the place where Dad works	
S-A-W-Ac	30.	Work math problems	
S-I-P-NAc	31.	Play kickball with my class	
A-W-NAc	32.	Take care of baby rats	
I-P-NAc	33.	Ride in a dentist's chair	
A-W-Ac	34.	Set up an aquarium	
A-W-Ac	35.	Read a story about how frogs live	
I-NAc	36.	Accept candy from a lady you don't know	
H-I-W-NAc	37.	Help Mom set the table	
A-W-NAc	38.	Choose your own school and play clothes	
H-A-P-NAc	39.	Have a snack of cookies and milk after playing outdoors	
A-W-Ac	40.	Finger paint	
I-P-NAc	41.	Show off your new shoes	
A-W-Ac	42.	Plant a garden of vegetables and flowers	
S-I-W-Ac	43.	Do exercises in gym class	
H-I-P-NAc	44.	Play house	
H-I-W-NAc	45.	Dry Mom's good dishes	
H-A-NAc	46.	Explore your big brother's room when he's not home	
I-P-NAc	47.	Spend a day at the beach	

INTERESTS-PRIMARY — continued

H-A-P-NAc	48.	Get up early on Saturday and watch cartoons
I-Ac	49.	Go to church or Sunday school
H-I-P-NAc	50.	Share my toys with a new friend
H-A-W-NAc	51.	Build a tree house
I-P-NAc	52.	Play on the jungle-gym with your best friend
I-NAc	53.	Go out for dinner with your family
H-I-NAc	54.	Visit your Grandmother and Grandfather's house
A-NAc	55.	Take a long trip in a boat by yourself
H-I-W-NAc	56.	Clean out the garage with Dad
H-I-W-NAc	57.	Take care of your little sister
H-I-NAc	58.	Have a new friend over for lunch
I-NAc	59.	Watch clowns at a circus
H-I-NAc	60.	Share toys with your brothers/sisters
I-NAc	61.	Eat hot dogs at a picnic
A-W-Ac	62.	Do homework after dinner
A-Ac	63.	Collect butterflies
A-W-NAc	64.	Clean a turtle bowl
A-W-NAc	65.	Shine your shoes
I-P-NAc	66.	Visit the zoo with your father
H-A-NAc	67.	Have popsicle for dessert on a hot day
A-W-Ac	68.	Water plants
H-A-P-NAc	69.	Wear mended pants to play in
I-NAc	70.	Talk to Santa Claus
A-W-Ac	71.	Drive an airplane
S-A-W-Ac	72.	Be a teacher
S-A-W-NAc	73.	Pick up paper in the schoolyard
S-A-W-Ac	74.	Erase the chalkboard at school

Key:

Home (H)	27	questions
Alone (A)	39	"
Academic (Ac)	20	"
Work (W)	29	"
School (S)	8	"
Interaction (I)	34	"
Non Academic (NAc)	54	"
Play (P)	22	"

INTEREST INDEX FOR SECOND GRADE

(The test can be read orally by the teacher or the children can do it independently.) Put an L by the things that you like to do. Put an N by the things that you do NOT like to do.

1. to write stories
2. to go to the Museum of Science and Industry
3. to read stories in library books
4. to go to visit the police station
5. to play baseball
6. to do problems in your arithmetic book
7. to make things with clay
8. to write endings to stories
9. to jump rope
10. to go to the library
11. to see filmstrips about people in other lands
12. to make papier mache puppets
13. to write a report about a field trip
14. to read stories in your reader
15. to look at pictures made by famous people and to talk about the pictures
16. to read and do the things in your social studies book
17. to sing
18. to play games in the gym like dodge ball
19. to listen to stories about real people like Christopher Columbus, Martin Luther King, or Abraham Lincoln
20. to play rhythm instruments
21. to play games like Sum Fun, Racko, or Skill Ball
22. to write poems
23. to act out stories that you have read
24. to listen to music on records

INTEREST INDEX FOR SECOND GRADE — continued

25. to count the lunch money

26. to tumble on gym mats

27. to read and do the things in your science book

28. to solve arithmetic problems using a bead string, an abacus, or a number line

29. to tape record your favorite stories

30. to learn to read music

31. to take care of a tadpole and watch it change into a frog

32. to paint pictures

33. to make a collection of leaves, seeds, or rocks

34. to think about different ways of solving arithmetic problems

35. to make a filmstrip story for our storybox

36. to make a map of our town, school or state

37. to see a filmstrip about the planets

38. to move to music like clapping, marching, sliding, etc.

39. to draw pictures with crayons

40. to use equipment in the gym like the ladders, trampolines, horses, etc.

There are a total of forty items - five in each of the following areas:

Creative Writing	Reading	Science	Social Science	Art	Music	P.E.	Math
1	3	2	4	7	17	5	6
8	10	27	11	12	20	9	21
13	14	33	16	15	24	18	25
22	23	37	19	32	30	26	28
35	29	31	36	39	38	40	34

The numerals following each area indicate the items from the test which would show an interest in that particular area. An L would be scored +1; An N would be scored -1. The highest score possible in an area would be +5. The lowest score possible in an area would be -5.

ESTIMATING COMPASSIONATE ATTITUDES TOWARD PEOPLE

What do you think of other people? Read each character and then decide how you feel about them. Write either A, B, or C in the blank next to the number.

1. A grown-up who drinks liquor most of the time _____

   a. is doing what he wants.
   *b. is sick and can be helped.
   c. is very bad and should be made to stop.

2. A teen-ager who gets in trouble with the police most of the time _____

   a. should be punished harder so he'll stop.
   *b. has many problems.
   c. is a tough guy.

3. Poor people _____

   a. are dirty and smell most of the time.
   b. get into trouble easily.
   *c. are treated unfairly sometimes.

4. A person in prison _____

   a. is there because he should be.
   b. is sorry for what he did.
   *c. has done something wrong.

5. Fat people _____

   a. are very happy people.
   *b. should go on diets.
   c. are always hungry.

6. Teachers _____

   *a. have a hard job.
   b. should be more understanding.
   c. should be easier on kids .

ESTIMATING COMPASSIONATE ATTITUDES TOWARD PEOPLE — continued

7. Policemen _____

a. arrest people.
b. are mean.
*c. have a dangerous job.

8. Grown-ups without jobs _____

a. are stupid.
b. are lazy.
*c. need help.

9. Old people _____

a. want to die.
b. are grouchy.
*c. need care .

10. A crippled person _____

*a. can be happy.
b. can't get a job.
c. can't do things well.

11. A retarded person _____

a. is very dumb.
*b. can be helped to get better.
c. is funny to watch.

12. A "hippy"_____

*a. does what he wants to.
b. is always dirty.
c. has long hair.

PRIMARY

QUESTIONNAIRE ON GREAT BOOKS

The purpose of this questionnaire is to discover what you think about the reading which you do in Great Books. Consider each question carefully and answer it as honestly and as frankly as you possibly can. There are no "right" answers as such. There are three ways to mark the answer sheet.

Yes (Y) Uncertain (U) No (N)

___*1. Are you pleased with the Great Book selections?

___ 2. Do you wish that you had more time to devote to reading Great Books?

___ 3. Is it unusual for you to spend a whole afternoon or evening reading a book?

___ 4. Do you ever read in your free time?

___ 5. Do you read your assignment in Great Books more than one time?

___ 6. Do you often become so absorbed in reading your assignment that you are almost unaware of what is going on around you?

___ 7. While you are reading, do you usually picture to yourself the people portrayed by the author?

___ 8. Have you ever tried to become, in some respects, like a character whom you have liked?

___ 9. While you are reading, do you picture to yourself the events described by the author?

___ 10. Did you spend, on the average, an hour or more per day of your free time in reading?

___*11. Has your attitude toward Great Books changed during the twelve weeks?

___ 12. In general, do you welcome interruptions which give you an excuse for not reading?

___*13. Do you enjoy the discussions more than the selections?

___*14. Would you rather read the Great Book selections than discuss them in class?

___ 15. Do you use the dictionary to look up words which you don't know?

___ 16. Do you ever read aloud to someone near at hand a passage which you enjoyed?

___ 17. Do you discuss Great Books with your friends or family?

___ 18. Do you like to compare your opinions of a selection with someone in your group?

___*19. Does the class discussion help you to understand the author's purpose in writing the selection?

___ 20. Has your participation in Great Books helped you in getting along with other people?

___ 21. Do you think that these discussions have helped you understand why people act as they do?

___ 22. Do you ever re-read any of the selections after the group discussions?

___ 23. Have you been reminded of situations you have been in yourself?

___ 24. Do you feel that these discussions have increased your knowledge of people and things?

___ 25. Have you found new ideas which you can think and talk about?

___*26. Do you feel that Great Books have been a waste of your time?

___ 27. Was your attention called to things that you had never thought much about before?

___ 28. Do you like stories which teach a lesson?

___ 29. Do you like stories about unpleasant things that you must face in life?

___*30. Do you get to participate in the group discussions as much as you would like?

___ 31. Do you feel that the Great Book leaders state their own opinions?

___*32. Do you feel that the Great Book leaders talk too much?

___*33. Are you interested in joining a group next year?

___*34. Do you feel that the group discussions are too long?

___ 35. Would you like to have the discussions longer?

___*36. Are the reading assignments too difficult?

___ 37. Are the reading assignments too long?

___ 38. Do you enjoy the selections more than the discussions?

___ 39. Do you feel that too few people get a chance to talk?

___ 40. Would you like to talk more than you have been doing?

*Shows Negative Attitude Yes on 34-32, 36-37 will indicate a negative attitud

ATTITUDES - LEARNING CENTER - PRIMARY

Circle your choice: A - agree
U - undecided
D - disagree

*A U D 1. Anyone can go to the Learning Center.

*A U D 2. The Learning Center teachers are helpful.

A U *D 3. The Learning Center is too noisy for me.

*A U D 4. There are many worthwhile things to do in Learning Center.

A U *D 5. Only the smart kids go to the Learning Center.

*A U D 6. It is easy to find materials I need in the Learning Center.

A U *D 7. It has been hard for me to get to go to the Learning Center.

*A U D 8. The Learning Center teachers always take time to help me when I need it.

A U *D 9. Only children that need special help go to the Learning Center.

A U *D 10. The Learning Center rules are very confusing.

*A U D 11. The Learning Center has something for everyone to do.

*A U D 12. I always know what I should do when I come to the Learning Center.

A U *D 13. There are not enough things to do in Learning Center.

*A U D 14. I have used the Learning Center as much as I want.

*A U D 15. The Learning Center rules are fair and necessary.

PRIMARY

List to check effectiveness of unit of study completed (in any subject).

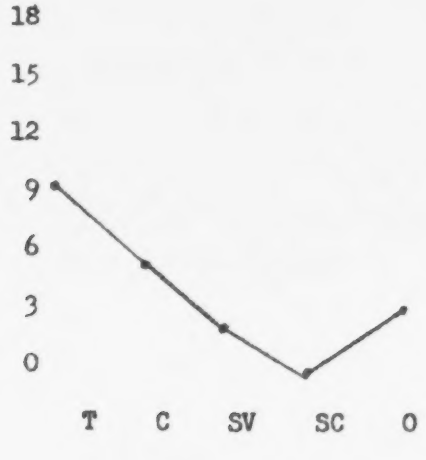
The students demonstrated an interest in the unit by:

	no	sometimes	usually	most always
1. Listening attentively to the formal introduction.				
2. Listening attentively to the following daily lessons.				
3. Participating actively in the class discussions.				
4. Participating in class projects.				
5. Behaving in such a way as to not disturb others.				
6. Completing assignments.				
7. Bringing in requested supplementary items connected with the unit (e.g., pictures, newspaper articles, collections, etc.).				
The students demonstrated an interest in and appreciation of the unit by:				
8. Helping others with projects.				
9. Volunteering to help in any way.				
10. Willingly reading assigned material.				
11. Reading extra unassigned material.				
12. Beginning collections or bringing in materials not assigned.				
13. Showing through discussions that attitudes have altered because of the unit.				
14. Showing disappointment that the unit had ended.				
15. Continuing to talk about the unit.				

OPEN-MINDEDNESS ASSESSMENT

The purpose of this test is to assess the degree of open-mindedness in respect to the following categories: social customs (SC), social values (SV), technology--its value and importance (T), chauvanism or ethnocentrism (C), differing opinions (O). In general, the test should give some indication of the student's willingness to examine, tolerate, or even incorporate the values of others which are unlike his own. It is recommended that the test be given before any instruction in the social studies has taken place.

The test should be scored by awarding 3 points for each correct response, according to the key. Then total up the number of points in each of the five categories and graph the results as shown below. This will give some indication of the areas where particular narrow-minded or rigid attitudes seem to be. You might also wish to find the class average of total scores so as to have some norm for comparison with individual total scores.



SAMPLE

TEST

Circle agree (A) or disagree (D) after each item.

(C) 1. People who live away from large cities usually have much less knowledge than those who live in or near them. A D

(T) 2. Life for the Eskimos is generally cold and dull. A D

(SV)3. People who have more than one wife are bad. A D

(SC)4. Most people, given a choice between raw fish and a medium-well done steak would take the steak. A D

(O) 5. If a good friend opposed a political candidate whom I favored, and if we argued violently over the matter, he probably would not remain a close friend. A D

(O) 6. People who don't like rock music are narrow-minded. A D

(SV)7. Most people would become a business man rather than a farmer given the choice. A D

(T) 8. It is better to live in a house than in a tent. A D

(C) 9. It would be no better to be president of the U.S. than to be chief of the Australian aborigines. A D

(SC)10. Adults who eat all foods with their hands ought to learn some manners. A D

(SV)11. If they have the money, most women should invest in new clothes so as to keep pace with the fashion world. A D

(O) 12. People shouldn't buy the new midi clothes if they don't like them. A D

(T) 13. Most people in the world would want a T.V. if they knew what it was. A D

(C) 14. Given a choice of attending school in Glencoe or London, England (family with me), I would choose to attend school in London. A D

(SC)15. Marriage partners chosen by parents for the children is a practice which should be done away with everywhere. A D

(O) 16. If I disagreed with an author's bias regarding a given subject, chances are I wouldn't read what he had to say about it. A D

(C) 17. Not everybody would move from the city to the suburbs if they had the chance. A D

OPEN-MINDEDNESS ASSESSMENT — continued

(T) 18. Some societies that don't have modern conveniences would rather stay as they are. A D

(SV)19. If black Americans wish to retain their own customs and live separately from whites, they should be allowed to do so. A D

(SC)20. Somebody ought to tell the American Indians that all those "rain dances" never do any good. A D

(O) 21. One is likely to have friends whose opinions one usually agrees with. A D

(T) 22. A home made out of bricks is better than one made from grass and sticks. A D

(C) 23. Given the choice of attending school in England or school in Nigeria, I would choose to attend school in Nigeria. A D

(SC)24. People who believe in more than one god are not as intelligent or well-informed as those who believe in God. A D

(SV)25. Primitive African music could never be called "great" music. A D

(T) 26. A society without cars, T.V., electrical appliances and modern communications might <u>not</u> be considered a "backward" society. A D

(O) 27. Some people's opinions are just plain wrong. A D

(C) 28. Most foreigners offered the chance to come and live in America would jump at it. A D

(SC)29. Somebody should try to educate the Bushmen of South Africa to cover their bodies with clothing. A D

(SV)30. Black people in America do not have as fine a cultural heritage as do white Americans. A D

OPEN-MINDEDNESS ASSESSMENT — continued

KEY

(C)	1.	A	*D	(O)	16.	A	*D
(T)	2.	A	*D	(C)	17.	*A	D
(SV)	3.	A	*D	(T)	18.	*A	D
(SC)	4.	A	*D	(SV)	19.	*A	D
(O)	5.	A	*D	(SC)	20.	A	*D
(O)	6.	A	*D	(O)	21.	A	*D
(SV)	7.	A	*D	(T)	22.	A	*D
(T)	8.	A	*D	(C)	23.	*A	D
(C)	9.	*A	D	(SC)	24.	A	*D
(SC)	10.	A	*D	(SV)	25.	A	*D
(SV)	11.	A	*D	(T)	26.	*A	D
(O)	12.	*A	D	(O)	27.	A	*D
(T)	13.	A	*D	(C)	28.	A	*D
(C)	14.	*A	D	(SC)	29.	A	*D
(SC)	15.	A	*D	(SV)	30.	A	*D

INSTRUMENT FOR INITIAL ASSESSMENT OF CRITICAL THINKING SKILLS AND ATTITUDES TOWARD INQUIRY

The purpose of this test is to assess the student's awareness of and attitude toward the following categories:

1. The type of social studies problem he'd like to work on (CP - choice of problem).
2. The type of source he prefers to use (CS - choice of source).
3. The author's qualification to speak on a subject (AQ - author qualification).
4. The author's bias (AB).
5. Willingness to research generalizations and other forms of inference (WR - willingness to research).
6. The difference between obvious examples of factual statements and statements of opinions based on report as well as inference (FO).

The test should be scored according to the key. Explanations for correct answers will be provided in a later edition of this instrument.

Directions for Part I: Read each statement carefully. Then circle "yes" if you agree with the statement; "no" if you disagree with the statement; or "uncertain" if you are not sure about your feelings with regard to the statement.

Part I:

		Yes	No	Uncertain
CP	1. I would prefer to have the teacher "assign" me a topic to make a report on.			
	2. Usually the teacher <u>really</u> makes the decision about the thing I do the report on.			
	3. I prefer a report where I can find the answer or information quickly in one or two sources.			
	4. I prefer to pick a report topic from a list prepared by the teacher.			
	5. I prefer to formulate my own topic to research.			

PART ONE -- continued

		Yes	No	Uncertain
	6. If I am given the choice of formulating my own topic, I usually choose one that I am fairly sure there is a "correct" answer for someplace.			
	7. I don't like to work on topics where there is no one correct answer.			
	8. I have often found that I have done many reports on things about which I had little interest.			
	9. I would enjoy doing a project which would involve drawing conclusions about a probable answer based on information rather than one for which there was a correct answer given in the book.			
CS	1. When I begin my research, I usually start by looking in encyclopedias.			
	2. I prefer to use text books rather than books devoted to my topic entirely.			
	3. I prefer encyclopedias to books which force me to use the index in order to locate the material in the book that I need.			
	4. I prefer to get all my information from one author, if possible.			
	5. I prefer using text books to magazine articles.			
	6. I find myself using the Reader's Guide very infrequently.			
	7. Articles in magazines like Time, Life, and Sports Illustrated, etc., are usually hard to understand.			
	8. If possible, I try to locate the book or source which will give me the answer to my problem.			
	9. I frequently go to places outside the school library to get information.			
	10. I have rarely, if ever, used letters, diaries, or original documents in doing research on a topic.			
	11. I often find that much of my final sounds pretty much like the material I read in the encyclopedia on the subject.			

Part II:

Directions: Assume that you are trying to find out about the effects of smoking on health. In your investigation, you come across the following two paragraphs. Read each example carefully and then check the one which you feel most likely to accept as reliable information. Then check your REASON for your choice.

Problem 1: (AQ)

A. "I really felt terrible when I was smoking. I could hardly lift my feet after skating for only fifteen or twenty minutes. Now that I have quit smoking I have much better wind and I feel full of pep even after a strenuous hour's work-out. I don't see how smoking could do anything good for the lungs and body."

—Peggy Fleming

B. "Although a great deal of research has been conducted, it has yet to be proven that smoking causes cancer. Although many victims of lung cancer have been found to be heavy smokers, extensive research has shown that over 50% of those smoking over one pack per day never contracted any form of cancer."

—R. J. Reynolds Tobacco Co.

I would consider paragraph A B (circle one) to be less reliable.

Reason for choice:

___1. Incorrect information
___2. Disagreed with opinion
___3. Writer was biased
___4. Writer was not an authority on this subject

Problem 2: (BA)

Directions: Assume that you are out to purchase a set of golf clubs and you wish to determine the best product available. Examine the following statements and indicate the one you would consider to be the least reliable or trustworthy. Then place an X next to the reason which best explains your choice.

C. "Folks, these Arnold Palmer clubs are the greatest clubs on the market! I have used all my vast knowledge of the game of golf to design these superb instruments. Even balance, solid steel heads, and streamline styling make every Arnold Palmer iron a work of art! I can promise you these clubs are your best investment toward an improved golf game."

—Arnold Palmer

D. "Friends, let's be serious! Only a club that has been tested under the toughest conditions, has survived through fair weather and foul, has been found suitable for everyone from the youngest beginner to the most experienced pro, should be considered for purchase. Our tests show that Spaulding clubs come in first on all three counts."

--Consumer's Union Reports

I would consider paragraph C D (circle one) to be less trustworthy.

Reason for choice:

____ Disagreed with opinions
____ Author was biased
____ Writer was not an authority on his subject
____ Incorrect information

Problem 3: (WR)

Directions: Assume again in trying to choose your set of golf clubs, you came upon paragraph D (see problem 2). Having read this paragraph, would you be likely to: (Check any or all of the following blanks.)

____ 1. Spend time trying to find out more specifics about the tests made on the clubs.

____ 2. Spend time trying to find out who wrote the paragraph.

____ 3. Look up to find out who or what Consumer's Union Report was (if you didn't know.)

____ 4. Purchase Spaulding clubs without further research or investigation.

____ 5. Ignore the paragraph entirely and look for other sources.

____ 6. Look for additional sources like Paragraph C.

Problem 4:

Directions: Examine the following two paragraphs and then select the one you consider to be best. Check each reason which applies to your choice. (You may check more than one of the reasons if you wish.)

E. "Rock music is great! There is so much rhythm, so much more variety in the current sound than there was in those old tunes of the 1950's! Fortunately, groups like the Beatles, the Stones, and the Association, who really know how to make music have finally gotten the recognition they deserve. Thank goodness we can count on a cool sound for many years to come."

PART TWO — continued

F. "Beatle records are preferred to Beethoven discs by a margin of 2 to 1, according to a recent survey of record sales charts in Chicago this year. Toad Hall claims that more people request Beatle records than any other! Arlo Guthrie's reaction to the Toad Hall report must be censored, due to circumstances..... However, Discount Records says that they had 395 requests for "Alice's Restaurant" as opposed to 394 for "Abbey Road" last month, so take heart, Arlo!"

Paragraph E F (circle one) is best because:

____ A. It contains opinions
____ B. It contains opinions I agree with
____ C. It contains more factual statements
____ D. It contains no opinions
____ E. It contains predictions
____ F. It contains no inferences

(The following is the key for Part I: Instrument for initial assessment of critical thinking skills and attitudes toward inquiry.)

KEY

Part I:

A (CP)

1. No
2. No correct answer
3. No
4. No
5. Yes
6. No
7. Yes
8. No correct answer
9. Yes

These responses reflect a willingness to search out and struggle with problems for which inductive arguments may be formulated.

KEY—PART I — continued

B (CS)

1. No
2. No
3. No
4. No
5. No
6. No
7. No correct answer — no is a desirable response
8. No
9. Yes
10. No
11. No

(The following is the Key for Part II: Instrument for initial assessment of critical thinking skills and attitudes toward inquiry.)

Part II:

Problem 1:
Correct response is to circle letter A (the less reliable one).
Reason: Writer is not an authority on the subject.

Problem 2:
Correct response is to circle letter C (the weaker source).
Reason: Author was biased.

Problem 3:
Items 1 and 3 must be checked. Don't count as incorrect if item 2 is checked, although this response is not very appropriate, given the source. Items 4, 5, 6 should not be checked.

Problem 4:
The student should have circled letter F. The only reason that should be marked, is reason C — "It contains more factual statements". The other "reasons" are all incorrect. Although an inference rather than a report may be the basis for the final remark in paragraph F, it is not possible to be certain about this. Thus, F should not be marked.

SCIENCE INTEREST INVENTORY

(INTERMEDIATE)

This inventory attempts to determine whether or not a child is interested in science. It also seeks an indication as to whether or not the child finds school a positive place for learning science. Does the school enhance the learning of science or turn the kids off.

SCIENCE - INTERMEDIATE

SCIENCE INTEREST SURVEY

Which of the following words would best describe how you feel about science?

interesting	useless	easy
unusual	involving	square
boring	disappointing	exciting
helpful	difficult	dull
important	fun	useful

Answer each question with a "yes" or "no" as it pertains to you. If you are not certain how you feel about the statement write a ?

KEY

Yes	1.	I enjoy reading science books.
Yes	2.	I often take out science books from the library.
Yes	3.	I use my own money to buy science books.
No	4.	I think science is more fun outside of school than in my science class.
Yes	5.	I watch TV programs about science.
Yes	6.	I enjoy doing scientific experiments.
Yes	*7.	I enjoy having science in school.
Yes	8.	I like to watch science films.
?	9.	I think that scientists are smart people.
Yes	10.	I would like to be a scientist.
Yes	*11.	Science is one of my favorite school subjects.
Yes	*12.	Science in school is interesting.
Yes	13.	I would like to belong to a science club.
Yes	14.	I have a science hobby.
Yes	15.	I would like to own a chemistry set.
Yes	16.	I would like to know more about motors.
Yes	17.	Flowers are pretty.
Yes	18.	I like to walk in the woods.
Yes	19.	I bring things to share in science class.
Yes	*20.	I would like to have a science interest corner in the room.
Yes	21.	I would like to be in a science fair.
Yes	22.	I come to school early to work on science projects.
Yes	23.	I think that most things have something to do with science.
Yes	24.	I would rather work on a science project than participate in sports.
Yes	25.	I enjoy going to museums.
Yes	26.	I seek scientific explanations for why things happen.
Yes	27.	I would like to own a telescope.

SCIENCE INTEREST SURVEY — continued

Yes	28.	I like to look at the stars at night.
Yes	29.	I plant things at home.
Yes	30.	I find different kinds of rocks interesting.
Yes	*31.	I wish we did more science experiments in school.
No	32.	I would rather watch someone else do an experiment than do it myself.
No	33.	Science is difficult for me.
Yes	34.	We should have science class every day.
?	35.	Scientists are strange people.
Yes	36.	Science has helped people in many ways.
?	37.	I get most of my science information in my science class.
Yes	38.	I would like science class to be longer.

Negative responses on items marked with a (*) may indicate a need for improvement in the school's presentation of science if a positive attitude toward science is indicated in the questionnaire as a whole.

INVENTORY SHEET

INTERMEDIATE MATH

The purpose of this inventory is to find out how the class feels about math. Do not put your name on the paper. Please be as honest as possible. This will not have any effect upon your grade.

Directions: Read the statement below. Look at the two words at the opposite ends of the row of circles. Place an X in the circle that is closest to the way you feel.

A. I generally feel that math is

		A	B	C	D	E	
1.	easy	○	○	○	○	○	hard
2.	dull	○	○	○	○	○	exciting
3.	enjoyable	○	○	○	○	○	unenjoyable
4.	useful	○	○	○	○	○	useless
5.	good	○	○	○	○	○	bad
6.	clear	○	○	○	○	○	fuzzy
7.	unimportant	○	○	○	○	○	important
8.	unenjoyable	○	○	○	○	○	fun
9.	simple	○	○	○	○	○	complicated
10.	popular	○	○	○	○	○	unpopular
11.	boyish	○	○	○	○	○	girlish
12.	weak	○	○	○	○	○	powerful

B. I think the math work we have in school is

13.	difficult	○	○	○	○	○	easy
14.	simple	○	○	○	○	○	complicated
15.	necessary	○	○	○	○	○	unnecessary
16.	groovy	○	○	○	○	○	icky
17.	girlish	○	○	○	○	○	boyish
18.	enjoyable	○	○	○	○	○	unenjoyable

INVENTORY SHEET - INTERMEDIATE MATH — continued

		A	B	C	D	E	
19.	clear	○	○	○	○	○	fuzzy
20.	unimportant	○	○	○	○	○	important
21.	useless	○	○	○	○	○	useful
22.	whee !	○	○	○	○	○	yetch!
23.	weak	○	○	○	○	○	powerful
24.	foolish	○	○	○	○	○	wise
25.	active	○	○	○	○	○	quiet

C. I think that math homework is generally

26.	boring	○	○	○	○	○	exciting
27.	necessary	○	○	○	○	○	unnecessary
28.	useless	○	○	○	○	○	helpful
29.	fun	○	○	○	○	○	boring
30.	horrible	○	○	○	○	○	great
31.	easy	○	○	○	○	○	difficult
32.	active	○	○	○	○	○	quiet
33.	unenjoyable	○	○	○	○	○	enjoyable
34.	clear	○	○	○	○	○	fuzzy
35.	quick	○	○	○	○	○	slow
36.	foolish	○	○	○	○	○	wise

D. I think that the math textbook and workbook are

37.	hard	○	○	○	○	○	easy
38.	poorly written	○	○	○	○	○	well-written
39.	useful	○	○	○	○	○	useless
40.	whee!	○	○	○	○	○	icky!
41.	unnecessary	○	○	○	○	○	necessary
42.	fuzzy	○	○	○	○	○	clear

INTERMEDIATE MATH - INVENTORY SHEET — continued

		A	B	C	D	E	
43.	wise	○	○	○	○	○	foolish
44.	boring	○	○	○	○	○	exciting
45.	helpful	○	○	○	○	○	harmful
46.	stupid	○	○	○	○	○	smart
47.	quick	○	○	○	○	○	slow
48.	enjoyable	○	○	○	○	○	unenjoyable
49.	dull	○	○	○	○	○	exciting
50.	dumb	○	○	○	○	○	smart

GRADE 5: MATHEMATICS OPINION SURVEY

Key: MF - mostly false
MT - mostly true

1.	Anyone can learn mathematics.	MF	MT
2.	Mathematics is like a puzzle that is fun to solve.	MF	MT
3.	I do well in math.	MF	MT
4.	Math teachers are nice.	MF	MT
5.	Mathematics is a favorite subject of mine.	MF	MT
6.	Math teachers love teaching.	MF	MT
7.	Math is easy to understand.	MF	MT
8.	I want to study math in high school and college.	MF	MT
9.	Math teachers help <u>all</u> their students.	MF	MT
10.	I always receive good grades in math.	MF	MT
11.	Math teachers plan interesting lessons.	MF	MT
12.	Math is easy for me to learn.	MF	MT
13.	People use math all their lives.	MF	MT
14.	I think it would be fun to teach math.	MF	MT
15.	In math we play many games.	MF	MT
16.	Only the smartest people are able to learn math.	MF	MT
17.	Math is confusing.	MF	MT
18.	Very few adults use math after they are finished with school.	MF	MT
19.	Math teachers like the smartest students only.	MF	MT
20.	I always get low grades in math.	MF	MT
21.	I already know all the math I'll ever need to know.	MF	MT
22.	Math teachers are not helpful.	MF	MT
23.	It's very hard to learn math.	MF	MT
24.	I do not want to learn any more math.	MF	MT
25.	Math teachers don't spend enough time planning interesting lessons.	MF	MT
26.	I'm too far behind the rest of the math class to ever catch up.	MF	MT
27.	Math teachers don't understand mathematics themselves.	MF	MT
28.	Math is boring.	MF	MT
29.	No matter how hard I try, I still don't understand math.	MF	MT
30.	Math teachers are mean.	MF	MT

Scoring for Mathematics Opinion Survey

Items: 1, 2, 7, 13, 15 are favorable statements about the subject of mathematics.

Items: 3, 5, 8, 10, 12 are favorable statements about the student's self-concept.

Items: 4, 6, 9, 11, 14 are favorable statements about mathematics teachers.

Items: 16, 17, 18, 23, 28 are unfavorable statements about the subject of mathematics.

Items: 20, 21, 24, 26, 29 are unfavorable statements about the student's self-concep

GRADE 5: MATHEMATICS OPINION SURVEY — continued

Items: 19, 22, 25, 27, 30 are unfavorable statements about mathematics teachers.

Items: (+1 is given for each of the favorable subject statements marked MT.
1,2,7 (-1 is given for each of the favorable subject statements marked MF.
13, 15

Items:
16, 17,(+1 is given for each of the unfavorable subject statements marked MF.
18, 23,(-1 is given for each of the unfavorable subject statements marked MT.
28

Combine the above scores. If the sum is a negative number, an unfavorable opinion of mathematics predominates. If the sum is a positive number, a favorable opinion of mathematics predominates.

Self-concept statements and opinions of teachers statements are graded in the same way.

AN IDEA PREFERENCE SCALE FOR CHILDREN'S CREATIVE WRITING

The purpose of the scale is to discover some kinds of ideas children regard as motivations for their creative writing experiences.

The main categories into which the items fall involve subjective, objective, projective and predictive reasoning techniques.

The student may consider certain of his own feelings and their associated behavior, or he may consider how others may think, feel and act. Some items extend the projective thinking into abstractions, such as an autobiography of a football . Other items involve imaginary situations, people, or places. The student may also consider his observations and (or) opinions about specific persons or things. In a few items he is encouraged to predict or examine consequences of certain events.

A 3 point scale of rating is used, the variables being yes, maybe, and no.

The student will respond by placing a check on the line beneath the response which indicates the degree to which he feels he has been stimulated by that idea.

To the student.

Read each item. Put a check on the line beneath the response which shows how you feel about using the idea to write about.

		Yes	Maybe	No
	I. I could write a story about:			
1.	If I had a magic umbrella....			
2.	If I had a bottle of shrinking pills....	—	—	—
3.	If I discovered an island of my own....	—	—	—
4.	If I found a pair of anti-gravity shoes....	—	—	—
5.	If I had a nightmare....	—	—	—
6.	If I ran a dill pickle factory....	—	—	—
7.	If I operated a detective bureau....	—	—	—
		—	—	—
	II. I could describe how people act:			
8.	when in a toy department at Christmas time.			
9.	when sitting in a dentist's chair.	—	—	—
10.	when at a ballgame.	—	—	—
11.	when in a swimming pool.	—	—	—
12.	when at the beauty parlor.	—	—	—
13.	when at a parade.	—	—	—
14.	when at church.	—	—	—
15.	when at the movies.	—	—	—
16.	when watching T.V.	—	—	—
		—	—	—

AN IDEA PREFERENCE SCALE FOR CHILDREN'S CREATIVE WRITING — continued

		Yes	Maybe	No
III.	I could write about what would happen:			
17.	if there were no wind.			
18.	if one of the polar ice caps should melt.			
19.	if all the schools were abolished.			
20.	if all the world's oxygen was gone.			
21.	if all the birds were destroyed.			
22.	if I were given unlimited power.			
23.	if the characters in a famous picture came to life in 1971.			
24.	if all barbers were banished from the earth.			
IV.	I could write about how I feel and act when:			
25.	I am embarrassed.			
26.	I am lonely.			
27.	I am angry.			
28.	I am frightened.			
29.	I am ashamed.			
30.	I am jealous.			
31.	I am happy.			
32.	I am punished (fairly).			
33.	I am punished (unjustly).			
V.	I could write my opinions about:			
34.	Parents are....			
35.	Sisters are....			
36.	Brothers are....			
37.	Friends are....			
38.	Food is....			
39.	Color T.V.....			
40.	Faces are....			
41.	Water is....			
42.	Feet are....			
43.	Noses are....			
44.	Space is....			
VI.	I could pretend I am _____ and write a diary or an autobiography.			
45.	a football			
46.	a raindrop			
47.	a garbage disposal			
48.	a lawnmower			
49.	a lady's purse (handbag)			
50.	a boy's pocket			
51.	a school desk			
52.	a refrigerator			
53.	a wastebasket			
54.	an earthworm			

AN IDEA PREFERENCE SCALE FOR CHILDREN'S CREATIVE WRITING — continued

	Yes	Maybe	No
VII. I could write a story pretending I am....			
55. a mad scientist.			
56. a secret agent.	—	—	—
57. a devil from another galaxy.	—	—	—
58. an explorer.	—	—	—
59. an angel on vacation.	—	—	—
	—	—	—
VIII. I could write a mystery about:			
60. a missing person.			
61. a lost key.	—	—	—
62. a deserted city.	—	—	—
63. a cup that coughs.	—	—	—
64. a Sinister Stranger.	—	—	—
65. a toothless town.	—	—	—
66. a broken promise.	—	—	—
67. the missing step.	—	—	—
	—	—	—

Categories

Subjective	IV
Objective	II V
Projective	I VI VII VIII
Predictive	III

QUESTIONNAIRE ON VOLUNTARY READING

Directions: The purpose of this questionnaire is to determine how you feel about reading in your free time. There are no right or wrong answers. Therefore, I would appreciate it if you could answer the questions as honestly as possible. Your answers will not affect your grades. There are three ways to mark the answer sheet.

Y means that your answer to the question is Yes.
U means that your answer to the question is Uncertain.
N means that your answer to the question is No.

1.	Do you ever read books apart from required reading in class?	Y	U	N
2.	Do you own a public library card?	Y	U	N
3.	When you have extra time in class, do you often read a library book?	Y	U	N
4.	In order to learn more about a subject, would you rather read more about the subject rather than view a filmstrip.	Y	U	N
5.	Have you voluntarily read biographies of famous people studied in history classes?	Y	U	N
6.	Are you familiar with research reading material in the library.	Y	U	N
7.	Do you read the book-review section of magazines and newspapers?	Y	U	N
8.	Do you enjoy browsing in book stores?	Y	U	N
9.	Would you rather receive a book rather than a record album as a gift?	Y	U	N
10.	Do you personally own books?	Y	U	N
11.	Do you read the newspaper fairly regularly?	Y	U	N
12.	Do you subscribe to any magazines?	Y	U	N
13.	Do you know what book is at the top of the best-seller list?	Y	U	N
14.	Would you look up information about an author of a book you admired?	Y	U	N
15.	Do you enjoy reading books on a variety of themes?	Y	U	N

QUESTI ONNAIRE ON VOLUNTARY READING — continued

16.	Do you enjoy listening to other people read orally, as poetry?	Y	U	N
17.	Do you enjoy reading novels of movies you have enjoyed?	Y	U	N
18.	Do you enjoy attending plays?	Y	U	N
19.	Have you ever strongly identified with a character or characters in a book you have read?	Y	U	N
20.	Do you enjoy discussing with other people how your opinion of a book changed?	Y	U	N
21.	Have you ever recommended a book to a friend?	Y	U	N
22.	Do you reread a favorite book?	Y	U	N
23.	Do you enjoy rereading favorite books from childhood?	Y	U	N
24.	Do you find rest and relaxation in pleasure reading?	Y	U	N
25.	Do you ever emotionally respond to a story as laughing, being scared, etc.?	Y	U	N
26.	Do you feel you "learn something" about life from reading?	Y	U	N
27.	Are you ever conscious of an author's style of writing?	Y	U	N
28.	Do you look up unfamiliar words in a dictionary when you come across them in a book?	Y	U	N
29.	Are you ever disappointed when you finish a book you have enjoyed reading?	Y	U	N
30.	Do you enjoy following a good plot?	Y	U	N
31.	Do you enjoy the suspense of waiting to see how a story ends?	Y	U	N
32.	Do you ever recognize characteristics of people you know in the characters in the book?	Y	U	N
33.	Do you ever get so involved in a book that you are unaware of your surroundings?	Y	U	N
34.	Do you appreciate the physical appearance of a book such as: cover, binding, quality of paper, and print?	Y	U	N
35.	Would you like to have a library in your home?	Y	U	N
36.	Once you have begun a book, do you often finish within a few days?	Y	U	N

QUESTIONNAIRE ON VOLUNTARY READING — continued

37.	As a result of non-fiction reading, do you ever become aware of "social" problems you did not realize before?	Y	U	N
38.	Do you ever read a critique of a book before you read the book?	Y	U	N
39.	Do you ever compare the ideas read in one book with ideas in another book?	Y	U	N
40.	Do you feel you gain insight from books in understanding why people act as they do?	Y	U	N
41.	Do you ever express a negative opinion of a book from the standpoint of plot, character development, etc.?	Y	U	N
42.	Have any of the books you have read significantly influenced your life in any way?	Y	U	N
43.	If you wanted to learn more about a subject would you rather read a book than ask someone?	Y	U	N
44.	Do you find reading for pleasure a waste of time?	Y	U	N
45.	Do you find reading dull?	Y	U	N
46.	Are you influenced by how many pages a book has before you read it?	Y	U	N
47.	Would you rather read a book rather than watch a television show concerning the same subject?	Y	U	N

ENGLISH — PRE-TEST FOR BEGINNING SEVENTH GRADERS

Objective — The student will reveal the positive, negative or neutral attitude he possesses at the beginning of junior high school to the study of English by reacting positively, negatively or neutrally to a majority of the items on a pre-test.

Item 1

Objective — The student will reveal a positive or neutral attitude toward the study of English by choosing at least three of the five spare time activities that have either positive or neutral predispositions toward English.

Directions — There are 10 spare time activities listed below. Read the entire list first; then put an X on the line before the (5) activities you prefer.

____ 1. Watch T.V.

____ 2. Go to a museum

_X_ 3. Buy a magazine

____ 4. Ride my bike

_X_ 5. Read the last two chapters of a good book

_X_ 6. See a movie

_X_ 7. Write a letter to my best friend who has moved

____ 8. Build a model

_X_ 9. Go to the library to browse

____ 10. Go shopping

Item 2

Objective -- The student will reveal a negative attitude toward the study of English by choosing more than half of the negative words on a semantic differential scale.

Directions -- Circle the word on each line that you think completes the sentence "English is....."

English is...

1.	whee !	yetch!
2.	wide	narrow
3.	easy	troublesome
4.	dull	emotional
5.	clear	fuzzy
6.	good	bad
7.	exciting	boring
8.	slow	snappy
9.	virtuous	evil
10.	thin	fat
11.	pretty	homely
12.	foolish	intelligent

Item 3

Objective -- The student will reveal a positive attitude toward the study of English by answering yes to statements which question acceptance of values, and no to others.

Directions -- Answer the following questions with either yes or no.

_____ 1. After reading a stimulating story, do you usually tell someone about it?

_____ 2. After you've read a good book do you try to find more books by the same author?

_____ 3. When you see a movie based on a book, do you compare the movie and the book for similarities and differences?

_____ 4. Have you ever had the experience while reading a book of feeling as though you know some of the characters and would recognize them if they suddenly appeared?

_____ 5. Do you find that some books help you to understand some of the problems you have?

_____ 6. When you write notes to your friends do you use complete sentences?

_____ 7. Before you hand in a social studies report do you check the spelling of words you think you might have spelled incorrectly?

Item 4

Directions — Read each statement carefully, then circle whether you agree or disagree with the opinion expressed.

1. English is a "cut-and-dried" subject that stays the same and never changes from year to year.

   Agree Disagree

2. A good English teacher will never make a grammatical error.

   Agree Disagree

3. It isn't necessary to understand grammatical rules as long as you can use them correctly.

   Agree Disagree

4. English is the most important academic subject.

   Agree Disagree

5. All dialects should be abolished and schools should attempt to teach a common standard of "educated" English.

   Agree Disagree

6. All writers, including students who are learning how to write effectively, have their own style.

   Agree Disagree

7. If a person makes mistakes in the way he uses words he indicates that he is not as intelligent as someone who doesn't make mistakes.

   Agree Disagree

8. Good writing is a pleasure to read.

   Agree Disagree

9. Poetry must rhyme if it is to make sense.

   Agree Disagree

Item 5

Directions — Rank the following professions in the order you think you might choose them as a career.

_____ lawyer

_____ scientist

_____ businessman, businesswoman

_____ English teacher

_____ salesman, saleswoman

_____ actor, actress

_____ musician

_____ writer (journalist, author)

_____ medical doctor

_____ teacher

Item 6

Directions — Below are 4 paragraphs, each one an example of a type of writing. Read each paragraph once and in the space below the paragraph, react to what you've read. The teacher will not define "react" for you.

A. Descriptive writing

"Framed in a lighted window level with mine in the apartment house across the street, I saw a young man in a white T-shirt and white shorts at work polishing a long, beautiful dark table top. It was obviously his own table, in his own flat, and he was enjoying his occupation. He was bent over in perfect concentration, rubbing, sandpapering, running the flat of his palm over the surface, standing back now and then to get the sheen of light on the fine wood."

—Katherine Anne Porter

B. Narrative writing

"I remember how the social worker would poke around the house, wrinkling her nose at the coal dust on the chilly, linoleum floor, shaking her head at the bugs crawling over the dirty dishes in the sink. My Momma would have to stand there and make like she was too lazy to keep her own house clean. She could never let on that she spent all day cleaning another woman's house for two dollars and carfare."

—Dick Gregory, Nigger

C. Expository writing

"America has been in the best sense of the term a melting pot, every ingredient adding its particular element of strength. The constant infusion of new blood has enriched our cultural life, speeded our material growth, and produced some of our ablest statesmen. Over 17 million immigrants arrived in the single period from the Civil War to World War I — more than America's total population in 1840 — and today English and Scottish blood, the principal strain in colonial times, constitutes considerably less than half the whole."

—Arthur M. Schlesinger "Our Ten Contributions to Civilization", Atlantic

D. Persuasive writing

"Democracy is based upon the assumption that most men are men of good will, and if left alone to govern himself as much as possible, each will behave, on the whole, in a fair, just and amicable fashion toward his fellow. ——

If the following pairs of items were on an essay test which would you prefer to answer?

Circle the number of the answer you prefer on the answer sheet. There are no right or wrong answers.

1. How would the world be different if Germany and Japan had won World War II?

2. What are the major relationships between music and mathematics?

3. What are the major relationships between music and mathematics?

4. Does the setting of a book or short story have an effect on the plot? Explain your answer by including examples.

5. State and support the major arguments against thermal pollution.

6. How would the world be different if Germany and Japan had won World War II?

7. How would the world be different if Germany and Japan had won World War II?

8. Why is there a need in the world for a standard of measurement?

9. Is it necessary for teachers to assign book reports in order to get students to read?

10. What are the major relationships between music and mathematics?

11. Why is there a need in the world for a standard of measurement?

12. Is it necessary for teachers to assign book reports in order to get students to read?

13. State and support the major arguments against thermal pollution.

14. What are the major relationships between music and mathematics?

15. Is it necessary for teachers to assign book reports in order to get students to read?

16. What are the implications of the discovery of "poly-water" on building materials, furniture, etc.

17. What are the major causes of urban problems?

18. What are the implications of the discovery of "poly-water" on building materials, furniture, etc.

19. What are the implications of the discovery of "poly-water" on building materials, furniture, etc.?

20. Does the setting of a book or short story have an effect on the plot? Explain your answer by including examples.

21. Does the setting of a book or short story have an effect on the plot? Explain your answer by including examples.

22. Why is there a need in the world for a standard of measurement?

23. What are the major relationships between music and mathematics?

24. State and support the major arguments against thermal pollution.

25. What are the implications of the discovery of "poly-water" on building materials, furniture, etc.?

26. What are the major causes of urban problems?

27. Does the setting of a book or short story have an effect on the plot? Explain your answer by including examples.

28. State and support the major arguments against thermal pollution.

29. What are the major causes of urban problems?

30. Why is there a need in the world for a standard of measurement?

31. What are the major causes of urban problems?

32. Is it necessary for teachers to assign book reports in order to get students to read?

33. Why is there a need in the world for a standard of measurement?

34. What are the implications of the discovery of "poly-water" on building materials, furniture, etc

35. State and support the major arguments against thermal pollution.

36. Why is there a need in the world for a standard of measurement?

37. How would the world be different if Germany and Japan had won World War II?

38. Does the setting of a book or short story have an effect on the plot? Explain your answer by including examples.

39. Is it necessary for teachers to assign book reports in order to get students to read?

40. State and support the major arguments against thermal pollution.

41. What are the major relationships between music and mathematics?

42. What are the implications of the discovery of "poly-water" on building materials, furniture, etc.?

43. What are the major causes of urban problems?

44. Does the setting of a book or short story have an effect on the plot? Explain your answer by including examples.

45. How would the world be different if Germany and Japan had won World War II?

46. Is it necessary for teachers to assign book reports in order to get students to read?

47. Is it necessary for teachers to assign book reports in order to get students to read?

48. What are the implications of the discovery of "poly-water" on building materials, furniture,etc.?

In this test we want to find out how you describe different subjects. There are no "right" or "wrong" answers and the results will not be associated with any student because you are NOT supposed to put your name on the test. On each page of this test you will find one of the following headings:

SCIENCE, MATH, SOCIAL STUDIES, LANGUAGE ARTS.

The rest of the page contains pairs of words that you will use to describe your IMAGE of the heading at the top of the page. Each pair of words will be on a scale which looks like this:

GOOD ○ ○ ○ ○ ○ ○ ○ BAD

You are to decide in which direction you lean and how far you lean in that direction. Place an "X" in the circle that represented how much feeling you have about that word. The size of the circle is an indication of the amount of feeling you have. If you think that neither word is connected with your image of the heading at the top of the page, then cross out "X" in the center circle.

As you work each page, read the heading at the top of the page; get an impression of it in your mind and then work down the page "X'ing" the scales as QUICKLY as you can. We are interested in your first impressions, so work rapidly and do not go back and change any marks.

Be sure to check every scale and mark only ONE check on each scale.

SOCIAL STUDIES
(MATH, SCIENCE, LANGUAGE ARTS, ETC.)

FUN	○	○	○	○	○	○	○	BORING
IMPORTANT	○	○	○	○	○	○	○	UNIMPORTANT
SKILLED	○	○	○	○	○	○	○	UNSKILLED
WEAK	○	○	○	○	○	○	○	STRONG
INTERESTING	○	○	○	○	○	○	○	UNINTERESTING
UNENJOYABLE	○	○	○	○	○	○	○	ENJOYABLE
CHANGING	○	○	○	○	○	○	○	PERMANENT
EASY	○	○	○	○	○	○	○	DIFFICULT
DULL	○	○	○	○	○	○	○	EXCITING
QUICK	○	○	○	○	○	○	○	SLOW

ENVIRONMENTAL ATTITUDE SURVEY

Rate each of the statements below using the following scale.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
SA	A	N	D	SD

Read each statement and circle the answer that best represents your feelings. There are no "right" or "wrong" answers.

1.	The fine for throwing beverage cans along the road should be raised from $50 to $500.	SA	A	N	D	SD
2.	I would rather do without air-conditioning than have Lake Michigan heated by the nuclear power plant waste water.	SA	A	N	D	SD
3.	All of the roads should have bicycle paths along side of them regardless of the cost of building them.	SA	A	N	D	SD
4.	The custodians should sweep up all of the papers dropped on the floor.	SA	A	N	D	SD
5.	It would be better to walk or ride my bike to school than have my mother drive me.	SA	A	N	D	SD
6.	Scrap paper drives are a waste of time.	SA	A	N	D	SD
7.	The automobile manufacturers should not have to worry about what happens to old cars.	SA	A	N	D	SD
8.	The pollution of the air around O'Hare field is necessary so that people can fly when they want to.	SA	A	N	D	SD
9.	"I would rather live in a cluttered world than a cluttered house".	SA	A	N	D	SD
10.	Collection boxes for glass should be set up in shopping centers.	SA	A	N	D	SD
11.	Industry can usually recover the cost of treating air or water wastes.	SA	A	N	D	SD

ENVIRONMENTAL ATTITUDE SURVEY -- continued

12.	People can count on legislation being passed to stop pollution.	SA	A	N	D	SD
13.	Usually more research is needed before new drugs or pesticides are put on the market.	SA	A	N	D	SD
14.	40% of the food which is now being grown is being wasted.	SA	A	N	D	SD
15.	The same amount of money spent on expressways should not be spent on public transportation.	SA	A	N	D	SD
16.	All things considered, it would be cheaper to use throw away dishes.	SA	A	N	D	SD
17.	Oil companies should be made to contribute to an international fund to clean up oil slicks on the ocean.	SA	A	N	D	SD
18.	The only pollution source is industrial waste.	SA	A	N	D	SD
19.	It would be good to have a clean-up committee pick up the picnic area every day.	SA	A	N	D	SD
20.	The clean-up committee for the picnic area should rotate.	SA	A	N	D	SD
21.	It is o.k. to write on the walls and lockers because custodians wash them in the summer.	SA	A	N	D	SD
22.	The emphasis on ecology is just a part of the New Left.	SA	A	N	D	SD
23.	Since "All's fair in love and war" it was o.k. for the United States to use defoliation agents in Vietnam.	SA	A	N	D	SD
24.	Social research and planning should be done when a new mechanical harvesting machine is made.	SA	A	N	D	SD
25.	Everyone would be glad to go back to the "good old days" to stop pollution.	SA	A	N	D	SD

ENVIRONMENTAL ATTITUDE SURVEY — continued

Key: This survey is to be scored on a five point scale with the highest possible score 125 points. This would indicate an individual who had made value judgments of a positive nature on the subject of environmental pollution and control based upon some factual knowledge.

A. Assigned values for the positively oriented questions are:

5	4	3	2	1
SA	A	N	D	SD

The following questions are to be scored as indicated above:

#1	SA -5	#10	SA -5	#14	SA -5
#2	SA -5	#11	SA -5	#17	SA -5
#3	SA -5	#12	SA -5	#19	SA -5
#5	SA -5	#13	SA -5	#20	SA -5
				#24	SA -5

B. Assigned values for the negatively oriented questions are:

1	2	3	4	5
SA	A	N	D	SD

ENVIRONMENTAL ATTITUDE SURVEY — continued

The following questions are to be scored as indicated above:

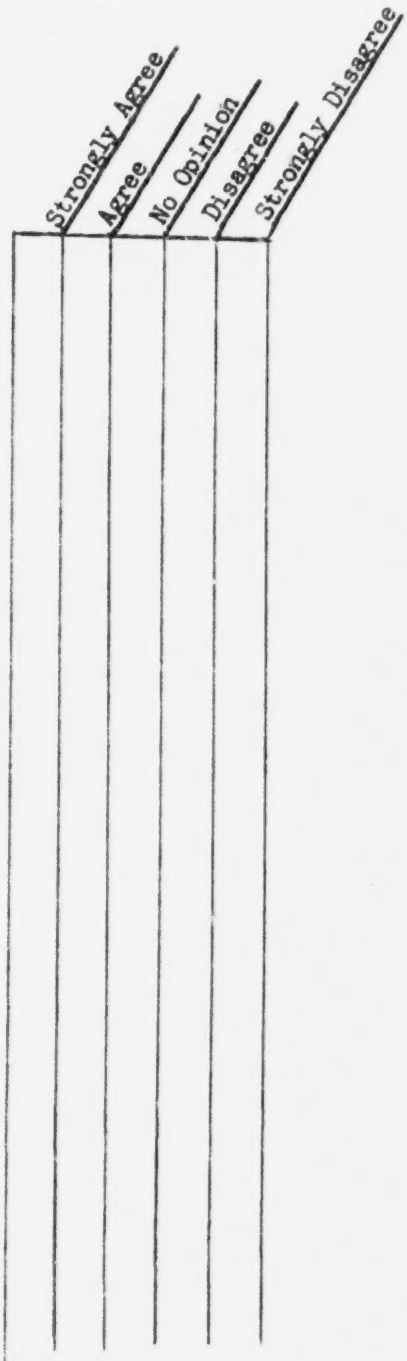
#4	SD -5	#12	SD -5	#22	SD -5
#6	SD -5	#15	SD -5	#23	SD -5
#7	SD -5	#16	SD -5	#25	SD -5
#8	SD -5	#18	SD -5		
#9	SD -5	#21	SD -5		

Thus 13 positive SA X 5 = 65
12 positive SD X 5 = 60
Total 125

The scores could range from 26 for a strongly negative attitude toward pollution control; 78 indicates a neutral or non-committed point of view; above 78 indicates a trend toward a positive attitude toward pollution control; above 100 indicates strong positive orientation to pollution control.

You are about to take part in an inventory related to foreign languages. This is not a test. Do not write your name on this paper. This is an opportunity for you to think about some items related to foreign languages. What is your attitude toward foreign languages in our culture?

Directions: Read each item carefully and then check the appropriate column as to whether you strongly agree (SA), Agree (A), No opinion (NO), Disagree (D), Strongly disagree (SD).



1. It is important to be able to speak a foreign language.
2. People who know a foreign language have a better understanding of their own language.
3. Knowing a foreign language helps one to appreciate his own culture.
4. Many of our world problems could be solved if more people knew foreign languages.
5. Foreign language requirements should be erased at the college level.
6. Knowing the customs and habits of people of other lands makes one a better person.
7. Foreign languages are too difficult for Americans to learn.
8. Americans are not interested in foreign languages.
9. One does not have to learn a foreign language in this day and age because many people in the world can and do speak English.
10. People in foreign lands do things backwards as compared to the ways that Americans do things.
11. Knowledge of the language and culture of other lands can help us improve our own lands.
12. We are presently spending too much money on foreign aid and should spend more money in our own country.

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
13. Foreigners in our country are clanish and should be sent back to their own country.					
14. Foreigners have nothing to contribute to our culture; in fact, they are a burden.					
15. People should not buy products which are foreign made.					
16. There should be a tax on travel to foreign countries. In this way, Americans will be encouraged to travel within their own country.					
17. Every human being should be required to visit a country outside of his own.					
18. Graduating from college with a degree in a foreign language limits the job possibilities.					
19. One should study a foreign language only if he plans to go to college.					
20. There should be one universal language in the world.					

PRE-TEST IN WORLD CULTURES 111-121

This test is designed to tell you and your teacher something about your interests, earlier performance, and attitudes regarding the study of social studies.

1. During 8th grade approximately how much time did you spend on the study of social studies each week?

   a. Less than ½ hour
   b. Less than 2 hours
   c. 2 to 4 hours
   d. More than 4 hours

2. In the past two years how would you describe your approach to the study of social studies?

   a. I have worked hard enough only to pass the course.
   b. I have tried to achieve as much as the average person in my class.
   c. I have tried to work as hard as I could.
   d. I have slaved myself to death.

3. Choose the statement which best describes the effort you have put into the course in <u>comparison</u> with its difficulty for you.

   a. Social studies has been easy for me yet I have <u>not</u> worked very hard.
   b. Social studies has been easy for me yet I have worked very hard at it.
   c. Social studies has been a difficult subject and I have <u>not</u> tried too hard.
   d. Social studies has been a difficult subject but I have tried hard to do as well as I could.
   e. None of these.

4. To what extent have you enjoyed Social Studies in comparison to classes in other subjects?

   a. More than any other
   b. More than some but less than others
   c. Less than most others
   d. Least of all

5. Describe your attitudes toward help from your parents in Social Studies.

   a. They usually offer to help and I accept.
   b. They usually offer to help but I like to work on my own.
   c. They do not offer to help and I would like to have help.
   d. They do not offer to help and it's OK with me.

6. Describe the amount of interest your parents have in Social Studies subjects. (Even if only <u>one</u> parent is interested consider this as "parents" are interested

   a. They are very interested in the subject.
   b. They are interested in such things as history, politics, religion only moderately.
   c. They have no interest in Social Studies .
   d. They have <u>strong</u> interests in other fields.

7. Describe the approximate amount of school education your parents have had — (Even if only one parent has been to college consider this as "Parents". The idea is to give your folks the highest amount of education possible.)

   a. They have college or post college degrees.
   b. They have had some college work.
   c. They have high school degrees.
   d. They have been to high school but have not received diplomas.

8. Choose one of the following responses for each of the statements made about activities related to Social Studies.

   a. I often participate in this activity.
   b. I participate in this activity a moderate amount.
   c. I seldom participate in this activity.
   d. I do not like this activity.

___ 1. reading newspapers
___ 2. reading history books about war, fighting, etc.
___ 3. reading historical biographies
___ 4. reading books about historical events other than wars; Exp. history of a country, trials, a certain time in history
___ 5. reading books about politics
___ 6. reading books about religion
___ 7. reading books relating to the lives of people in other lands
___ 8. reading news magazines
___ 9. reading other magazines besides newsmagazines
___ 10. painting, drawing, sculpting, etc.
___ 11. listening to music
___ 12. playing a musical instrument
___ 13. dancing
___ 14. going to church, temple, Sunday or Hebrew school
___ 15. seeing movies
___ 16. watching historical, political or social problems programs on TV (race, poverty, pollution)
___ 17. reading and studying maps
___ 18. visiting places of historical or political interest
___ 19. traveling within a 100 mile radius of Chicago

___ 20. traveling in the area of the Midwest
___ 21. traveling to the eastern, western or southern portions of the U.S.A.
___ 22. traveling outside of the U.S.A.
___ 23. talking with people you meet while traveling
___ 24. participating in political activities, such as student council, working in campaigns for elected officials, etc.
___ 25. camping
___ 26. watching travelogues on TV or other places
___ 27. reading books about national issues — pollution, civil rights, crime,
___ 28. reading books about world issues — UN, Vietnam, Arab-Israeli crisis, European, Asian, Latin American or African problems
___ 29. baking or cooking from recipes of other countries
___ 30. reading historical novels
___ 31. going to museums with members of your family

9. Describe to what extent you discuss topics related to Social Studies with your parents (history, politics, social problems, religion).

a. quite often
b. an average amount
c. not very often

10. Describe to what extent you try to discuss problems of your age group with your parents.

a. quite often
b. an average number of times
c. not very often

11. Describe to what extent you feel your parents understand the problems of your age group (count one parent as "parents").

a. very much
b. an average amount
c. very little
d. I don't know

12. Describe to what extent you <u>succeed</u> in having discussions with your parents regarding problems of your age group.

a. quite often
b. an average number of times
c. not often

13. To what extent do you try to encourage your parents to become interested in the subjects you discuss in Social Studies?

a. often
b. an average amount
c. seldom

In the following mark your answer sheets as follows:

a. if you agree with the statement
b. if you disagree with the statement
c. if you tend to agree but are not quite sure
d. if you tend to disagree but are not quite sure

14. If all the right laws were passed we could solve our social problems once and for all.

15. Every time the government passes another law, every one has less freedom than he had before.

16. Morality in our society is on the decline.

17. Young people today haven't as good morals as their parents.

18. The more socialism we introduce into our society the less freedom we will have.

19. Businessmen do not seem to believe that they have an obligation to provide their employees with a decent standard of living.

20. When business does not provide its employees with decent wages the government has a right to require it to do so.

21. We should require our government to provide each adult with a minimum guaranteed annual wage.

22. Businessmen are trying as hard as they can to be fair to their employees regarding wages and working conditions.

23. Administrators and teachers in schools are trying as hard as they can to make sure students get a good education.

24. There are no social classes in the U.S.

25. The nature of business requires that it consider profits ahead of the welfare of its employees.

26. The nature of business requires that it consider profits above the quality and safety of its products.

27. You can't have democracy and not have capitalism.

28. Labor leaders have a valid gripe when they say that businesses could pay their employees more if they'd become more efficient (clean their own house).

29. The Vietcong have just as much right to try to control South Vietnam as the U.S. has to support the present South Vietnam government.

30. People should not be allowed to refuse to give information to court when that information might be used against them.

HIGH SCHOOL - COMMUNICATIONS GROUP - ANY LEVEL
INSTITUTIONAL SYSTEMS INDEX

This index is to determine degree of familiarity, interest, or association with forms of institutions now existing or having existed in the world.

Directions: The lettered topics represent institutional forms. Under each of these are listed several systems which fit that institutional form. For each system, choose one of the following responses which show how you feel about that system.

U: Unfamiliar with system.
A: Awareness - I have heard of this system.
Int: Interest - I am interested in learning more about this system.
Inv: Involvement - I have read and discovered more about this system; I've lived under it.
Acc: Acceptance - I accept this system having involved myself in learning of it but leaving the possibility of questioning it still.
C: Commitment - I am devoted to this system. I am certain that I want it to remain as part of my life.

Commitment represents the highest degree of response. If you respond with a C, then you've experienced the other responses to some degree; all you need to mark is C.

A. Economic form

____ 1. Agrarianism
____ 2. Capitalism
____ 3. Communism
____ 4. Socialism
____ 5. Feudalism
____ 6. Other (write in) _____

B. Political form

____ 7. Oligarchy
____ 8. Republic
____ 9. Monarchy
____10. Dictatorship
____11. Other (write in) _____

C. Family form

____12. Patriarchy
____13. Matriarchy
____14. Child-centered
____15. Multi-parented
polygamy
polygyny
____16. Democratic
____17. Other (write in) _____

D. Religious forms

____18. Catholicism, Judaism, Protestantism
____19. Other organized religious groups

HIGH SCHOOL - COMMUNICATIONS GROUP - ANY LEVEL
INSTITUTIONAL SYSTEMS INDEX — continued

____20. Agnosticism
____21. Atheism
____22. Other (write in) _____

E. Social forms

____23. Class system
____24. Royalism
____25. One-class system
____26. Other (write in) _____

F. Business forms

____27. Corporation
____28. Chain store
____29. Small business (not self-employment)
____30. Self-employment

G. Educational forms

____31. Public school
____32. Private school
____33. Parochial
____34. Government supported
____35. Other (write in) _____

SURVEY ON VALUE JUDGMENTS
REGARDING CULTURAL DIFFERENCES

This survey may be approached in either of two ways:

1. Giving two choices of responses:

   a. positive - if you can see yourself performing the given action or believing that way, not being repulsed by this action or belief or at least being able to deeply understand why another person could do this.

   b. negative - if you cannot see yourself performing the given action or believing that way, feel repulsed by this action or belief or cannot understand why another person could do this.

2. Giving four choices for response:

   a. positive-active - if you can see yourself performing the given action or believing that way, meaning also that this action does not repulse you.

   b. positive-passive - even if you might not want to perform this action, at least you can deeply understand why another person could act or believe this way.

   c. negative-active - if you cannot see yourself performing the action or believing that way and in fact are repulsed by it.

   d. negative-passive - if you not only would not like to perform this action or believe this way and in fact cannot understand why another person would act or believe in this way.

SURVEY OF VALUE JUDGMENTS ABOUT WORLD CULTURES

This test is designed to help you measure your positive and negative feelings about differing cultural practices and attitudes around the world.

Mark your answer sheet as follows:

a. positive — if you could see yourself performing this action, feel it is not repulsive, or can deeply understand why some people would believe or act this way.

b. negative — if you could not see yourself performing this action, feel it is repulsive or cannot understand why some people would believe or act this way.

Please try to be as honest as you can be with yourself. There are no right or wrong answers. All I am trying to determine about this class is the strength of your reactions as Americans to the beliefs and practices of other peoples.

1. Performing yoga by laying on a bed of coals.

2. Participating in a dance that will encourage the rain to come.

3. Wearing a mask of an ancestor in a dance so that his spirit will enter you and speak to the village.

4. Being cremated so that the spirit may escape more easily.

5. Walking around a ladder to avoid bad luck.

6. Being buried in a casket so that your body and soul may both be preserved for resurrection.

7. Obeying a rather harsh law set up by an emperor because it has been said he tries to do what is best for his people.

8. Obeying a rather harsh law passed by Congress and the President because it has been said that the government tries to do what is best for the people.

9. Obeying your husband even when you disagree with him because it has been said that he has been trained to try to do what is best for his family.

10. Allowing the eldest members of the family final judgment on issues because they are said to have the most wisdom.

11. Avoiding speaking to a member of a certain group, class or caste because contacts with this person may cause you to lower your standards.

12. Performing certain rituals or prayers each day that will help you to become a better person.

13. Preferring to spend one's life in prayer and in trying to make yourself a better person rather than acting upon your ideas in the world.

14. Submitting to the cures of a medicine man or witch doctor because it has been said that the cure of the mind is as important as that of the body.

15. Participating in the sacrifice of a human being because a very serious thing has happened in your society and it has been said that the gods require the supreme sacrifice before they will forgive you.

16. Not wishing to sell your land during a draught but feeling you must because certain relatives are starving and they think you can get money for food from this sale.

17. Feeling you must not take a certain action that may better yourself because you have been taught that the laws of the gods require harmony and your action will unbalance this harmony and cause problems.

18. Praying for guidance to your ancestors who have remained in your village.

19. Preferring to learn how to dance and play an instrument rather than learning to read because those skills will be more useful to your village.

20. Requiring students to try to give up their belief that human sacrifice may help their relations with the gods because you believe that the gods don't want humans to do this.

21. Taking certain medicines such as gold dust stirred in snakes' eggs because the medicine man believes it will cure you both physically and mentally.

22. Performing certain rituals or saying certain prayers because a witch doctor has said the gods will respond to them.

23. Believing that you cannot be accepted by the gods as a member of a certain group unless you go through the act of going under water.

24. Accepting the advice of an oracle (one who it is believed communes with the gods).

25. Eating a cow's brain or stomach.

26. Going through a process of scarification (making scars on body) because it is said this is a necessary ritual before the gods will accept one as an adult.

27. Stealing a radio because you have a sad life and music will make you happy.

28. Joining a political party whose principles you are very much opposed to because if you do not your family will be harassed and your job in danger.

29. Staying awake from the time of a relative's death until his burial to make sure his soul is respected and kept from harm.

30. Wearing a special type of hat when you eat in order to respect tradition and show appreciation of the food.

31. As a man or a woman, wearing a sort of elevated foot platform which while extremely uncomfortable makes one's legs more beautiful.

32. Wearing a special sort of charm or decorating your body in special ways because in those ways you will show respect to the gods and therefore they will protect you.

33. Seeing a serious crime and not reporting it to those who punish crimes because the person who did it is a member of your family.

34. Reprimanding another person for choosing to "mooch" off others so as to devote time to meditation or self-purification.

35. Urging someone <u>not</u> to devote his life to the accomplishment or achievement of given tasks.

36. Making a citizen's arrest of someone "disturbing the peace" by preaching in the streets or rebuffing people who have offended him.

37. Pulling the trigger for one who pleaded with you to take his life.

38. Pulling the trigger to end the suffering of a loved one whose pain you yourself could not endure.

39. Allowing yourself to be slashed nine times across the chest as part of a marriage rite that it is said will ensure a long life of wedded bliss.

40. Allowing tubes and sharp instruments to permeate the surface of your skin so as to drain off the evil spirits.

41. Being required by a priest or political leader to destroy the products which you yourself have gone to labor to produce, because it is said that this type of action will help the society survive.

42. Participating in the birth of a child in a situation where you will be required to take no action to keep a child alive if he is born defective.

43. Deciding to limit the number of children you bear when it is said that more than a certain number will make it more difficult for the society or village to survive.

MATHEMATICS

Objective:

The student will demonstrate an appreciation of the value of mathematics by responding positively to questions concerned with the importance and value of mathematics.

SA	Strongly Agree
A	Agree
U	Undecided
D	Disagree
SD	Strongly Disagree

1. Mathematics is as important a part of our culture as music or art. SA A U D SD

2. This course was the least valuable course I was taking this year. SA A U D SD

3. This course has shown me the value of mathematics in our society. SA A U D SD

4. This course was the most valuable course I was taking this year. SA A U D SD

5. I think training in mathematics is necessary for most vocations. SA A U D SD

6. Most projects in mathematics are of little value. SA A U D SD

7. People use math all their lives.

   a. Mostly false
   b. Mostly true

8. Very few adults use math after they are finished with school.

   a. Mostly false
   b. Mostly true

9. I generally feel that math is

Useful	___	___	___	___	___	Useless
Unimportant	___	___	___	___	___	Important
Weak	___	___	___	___	___	Powerful
Unnecessary	___	___	___	___	___	Basic

MATHEMATICS - HIGH SCHOOL - J[illegible]R SENIOR

Directions: Place a mark along the continuum to indicate how you feel about the terms which complete the heading.

Mathematics is . . .

My favorite subject	_ _ _ _ _ _ _	My least favorite subject
Good	_ _ _ _ _ _ _	Bad
Friendly	_ _ _ _ _ _ _	Unfriendly
An elective by me	_ _ _ _ _ _ _	Required by me
Deep	_ _ _ _ _ _ _	Shallow
Quick	_ _ _ _ _ _ _	Slow
Difficult	_ _ _ _ _ _ _	Easy
Clear	_ _ _ _ _ _ _	Confusing
Theoretical	_ _ _ _ _ _ _	Practical
Unnecessary	_ _ _ _ _ _ _	Basic
Challenging	_ _ _ _ _ _ _	Lacking challenge
Useful	_ _ _ _ _ _ _	Useless
Harmful	_ _ _ _ _ _ _	Useful
Interesting	_ _ _ _ _ _ _	Uninteresting
Exciting	_ _ _ _ _ _ _	Boring
Remarkable	_ _ _ _ _ _ _	Ordinary

MATHEMATICS - HIGH SCHOOL - JUNIOR OR SENIOR — continued

My high school math courses have been . . .

Difficult	___	___	___	___	___	___	___	Easy
Good	___	___	___	___	___	___	___	Bad
Necessary	___	___	___	___	___	___	___	Unnecessary
Frustrating	___	___	___	___	___	___	___	Rewarding
Exciting	___	___	___	___	___	___	___	Dull
Friendly	___	___	___	___	___	___	___	Unfriendly
Useful	___	___	___	___	___	___	___	Useless
Well planned	___	___	___	___	___	___	___	Poorly planned

Math textbooks are usually . . .

Good	___	___	___	___	___	___	___	Bad
Interesting	___	___	___	___	___	___	___	Uninteresting
Complicated	___	___	___	___	___	___	___	Clear
Poorly written	___	___	___	___	___	___	___	Well written
Better than most others	___	___	___	___	___	___	___	Worse than most others
Colorful	___	___	___	___	___	___	___	Flat

MATHEMATICAL LOGIC SCALE - HIGH SCHOOL, FRESHMEN, SOPHOMORES

Objective 1: The student demonstrates awareness of mathematical logic and its terminology by:

a. offering fully during class discussions.
b. completing assignments willingly.
c. asking for materials on the background and use.
d. relating how logic might be used in playing "parlor games."

Objective 2: The student will demonstrate an appreciation for logic by:

a. using the symbolic logic approach in solving puzzle or thought problems instead of another approach.
b. playing with truth tables in his free time.
c. offering to present to his class topics he has read.
d. developing his own computerized truth table system.
e. reading books concerned with computer systems.
f. furnishing voluntarily solutions to problems.
g. buying mathematical puzzle books.
h. trying to help others to use a logical approach to problems.

Directions: This questionnaire contains statements concerned with our work in logic. Check the letter of the response which best fits your attitude toward each item. Since a class attitude is desired on the scale, don't sign your name but be sure to respond with your best answer.

Key to Objectives

1A, 2E 1. I enjoy reading material on logic.

a. strongly agree b. agree c. no opinion d. disagree
e. strongly disagree

1B 2. The homework from the logic unit was usually uninteresting.

a. strongly agree b. agree somewhat c. no opinion d. disagree somewhat
e. strongly disagree

1B 3. Homework helps to clarify ideas so that I do it willingly.

a. strongly agree b. agree somewhat c. no opinion d. disagree somewhat
e. strongly disagree

2A 4. I like to use symbolic logic in solving problems.

a. strongly agree b. agree somewhat c. no opinion d. disagree somewhat
e. strongly disagree

1D,2A 5. Logic isn't very useful outside the field of mathematics.

a. strongly agree b. agree somewhat c. no opinion d. disagree somewhat
e. strongly disagree

1D 6. Logic can be used in playing some of the games like "Monopoly," "Careers," or Chess.

a. strongly agree b. agree somewhat c. no opinion d. disagree somewhat
e. strongly disagree

1C 7. I'd like to read more about the background and use of logic.

a. strongly agree b. agree somewhat c. no opinion d. disagree somewhat
e. strongly disagree

2C 8. During a "free day" period, I'd like to talk about computers and logic.

a. strongly agree b. agree somewhat c. no opinion d. disagree somewhat
e. strongly disagree

2B,2D 9. Truth tables don't interest me.

a. strongly agree b. agree somewhat c. no opinion d. disagree somewhat
e. strongly disagree

2B,2D 10. I could play with truth tables even if they were not assigned work.

a. strongly agree b. agree somewhat c. no opinion d. disagree somewhat
e. strongly disagree

2G 11. I know people who have bought math puzzle books but I'd never buy one

a. strongly agree b. agree somewhat c. no opinion d. disagree somewhat
e. strongly disagree

2F 12. I volunteer solutions to problems in logic.

a. frequently b. occasionally c. never

2F 13. I volunteer solutions to logic problems because:

a. I think they're easy.
b. My teacher expects it of me.
c. No one else does.
d. Item doesn't apply to me.

Objs. 1 & 2

14. The unit on logic has been

a. interesting b. ordinary c. quite dull

Objs. 1 & 2

15. The unit on logic has been

a. easy to understand.
b. understandable with explanation and work.
c. confusing.
d. not understandable.

2H

16. I think that I could help other people to use a logical approach to problems.

a. strongly agree b. agree somewhat c. no opinion d. disagree somewhat
e. disagree strongly

INSTRUMENTS TO MEASURE ATTITUDES TOWARD SCHOOL

TEACHER EVALUATION INVENTORY

Teacher characteristics used in this test are patience (items 1-5), fairness (items 6-10), consistency (items 11-15), awareness (items 16-20), preparation and organization (items 21-25), flexibility (items 26-30) and personality (items 31-35).

When administering this test, the items should be randomly written; that is, they should not be written in the order as they appear here.

Directions: You are about to take part in a teacher evaluation inventory. Here is your opportunity to evaluate your teacher. Do not put your name on the paper. There are two parts. In Part I indicate by circling 1, 2, 3, 4, or 5 according to whether you feel the item is 1-always true of your teacher, 2-true most of the time about your teacher, 3-true half of the time about your teacher, 4-true some of the time, and 5-never or seldom true.

Part I	1 Always True	2 True Most of the Time	3 True Half of the Time	4 True Some of the Time	5 Never or Seldom True
My teacher					
1. becomes angry too easily.	1	2	3	4	5
2. yells and screams in the classroom.	1	2	3	4	5
3. rephrases an explanation several times whenever a student does not understand him.	1	2	3	4	5
4. spends time with students who do not catch on easily.	1	2	3	4	5
5. gives the impression that he does not want to be bothered or disturbed.	1	2	3	4	5

TEACHER EVALUATION INVENTORY — continued

		Always True	True Most of the Time	True Half of the Time	True Some of the Time	Never Or Seldom True
		1	2	3	4	5
My teacher						
6.	shows students how he figures out their grades and then discusses them with the students.	1	2	3	4	5
7.	has "pets" and gives them special rights.	1	2	3	4	5
8.	will change a grade on a test if the student has good proof that the teacher made a mistake.	1	2	3	4	5
My teacher						
9.	permits students to question his grading or ways of doing things.	1	2	3	4	5
10.	does not listen to student excuses for tardiness, for not handing in an assignment, etc.	1	2	3	4	5
My teacher						
11.	enforces rules which he has made up.	1	2	3	4	5
12.	punishes some students for doing something wrong but does not punish other students for the same act.	1	2	3	4	5
13.	is hard to predict - one does not know what to expect.	1	2	3	4	5
14.	makes assignments but never collects or mentions them.	1	2	3	4	5
15.	has an established pattern of doing things.	1	2	3	4	5
My teacher						
16.	realizes when I do not understand something even if I do not ask a question.	1	2	3	4	5
17.	knows when his teaching is boring or interesting.	1	2	3	4	5
18.	is alert as to what is happening in his class while he is teaching.	1	2	3	4	5

TEACHER EVALUATION INVENTORY — continued

	Always True 1	True Most of the Time 2	True Half of the Time 3	True Some of the Time 4	Never or Seldom True 5
19. understands how I and other students feel.	1	2	3	4	5
20. is easily taken advantage of.	1	2	3	4	5
My teacher					
21. is concerned with the appearance of the papers we hand in.	1	2	3	4	5
22. lets his students know what is expected of them.	1	2	3	4	5
23. has various activities in his lessons.	1	2	3	4	5
24. makes use of films, tapes, and records.	1	2	3	4	5
25. gives clear explanations and directions.	1	2	3	4	5
My teacher					
26. changes his plans for the day, when he sees that the majority of the class is not very interested in the lesson.	1	2	3	4	5
27. has a set schedule for the day and becomes upset when he can not finish his lesson.	1	2	3	4	5
28. makes students feel free to ask questions even if the question pertains to an item the teacher covered previously.	1	2	3	4	5
29. gets off of the subject easily.	1	2	3	4	5
My teacher					
30. becomes very upset whenever there is a fire drill or an assembly because the class will get behind.	1	2	3	4	5
My teacher					
31. laughs when something funny is said in the classroom.	1	2	3	4	5
32. tells personal experiences in the classroom to prove or clarify a situation.	1	2	3	4	5

TEACHER EVALUATION INVENTORY -- continued

	Always True 1	True Most of the Time 2	True Half of the Time 3	True Some of the Time 4	Seldom or True 5
33. makes good use of "jokes" or comical situations.	1	2	3	4	5
34. is interested in having his students enjoy his class.	1	2	3	4	5
35. enjoys teaching students his subject	1	2	3	4	5

Part II.

In this section choose as many adjectives as you feel <u>best</u> describe your teacher. You may circle none, one or all of them. Please do not feel that you have to circle any or that you are circling too many.

My teacher is

36. fair
37. patient
38. consistent
39. firm
40. happy
41. devoted
42. interested
43. lazy
44. likeable
45. intelligent
46. understanding
47. accepting
48. interesting
49. aware
50. alert
51. flexible
52. helpful
53. fun
54. jovial
55. groovy

ATTITUDE TOWARDS SCHOOL
JUNIOR HIGH

Directions to the Student:

I am interested in your attitudes towards education. Your answers reflect your opinion only. There are no right or wrong answers, so please try to answer these items as honestly as possible. Do not pause too long over an item, but strive towards a spontaneous response. Your answers will not affect your grades. There are four ways to mark the answer sheet. This test will not be timed.

N means that your answer to the item is No.
S means that your answer to the item is Sometimes.
U means that your answer to the item is Usually.
MA means that your answer to the item is Most Always.

1. I feel that what I learn in school will influence my future. N - S - U - MA

2. I feel that goals in education are irrelevant to my daily life. N - S - U - MA

3. I admire people who choose to go into the teaching profession. N - S - U - MA

4. Even though I would like to be a teacher, I would rather be in business because of higher salaries. N - S - U - MA

5. I am more concerned with a grade in a subject rather than what value I get from a course. N - S - U - MA

6. I look forward to going to school in the morning. N - S - U - MA

7. I believe that educational institutions are attempting to deal with social problems. N - S - U - MA

8. I am sympathetic with the college students striking for what they believe in. N - S - U - MA

9. I think that the majority of teachers sincerely like children. N - S - U - MA

10. I feel that students should be involved in extra-curricular activities. N - S - U - MA

11. I think school is dull. N - S - U - MA

12. I feel the classroom should be a happy place. N - S - U - MA

13. I believe that if I have a college degree I will obtain a better job. N - S - U - MA

14. I do not like school. N - S - U - MA

15. I feel unimportant in school. N - S - U - MA

ATTITUDE TOWARDS SCHOOL — continued

16. If I had to make a choice, I would rather be Student Council leader rather than President of the Athletic Club. N - S - U - MA

17. I would like to subscribe to educational journals. N - S - U - MA

18. I feel that the methods of the SDS (Students for a Democratic Society) are admirable. N - S - U - MA

19. I feel that teachers should be respected members of the community. N - S - U - MA

20. I never have any fun in school. N - S - U - MA

21. I feel that if you are well-educated, you will be socially accepted among most social groups. N - S - U - MA

22. I believe that people who use poor grammar are mentally inferior. N - S - U - MA

23. I have never considered not going to college. N - S - U - MA

24. I prefer to be with people with whom I can express my ideas and opinions. N - S - U - MA

25. I feel uncomfortable in an academic atmosphere. N - S - U - MA

26. I get nervous when a teacher calls on me in class because I feel I will appear stupid. N - S - U - MA

27. I attend school regularly. N - S - U - MA

28. I do not feel that school plays an important part in my life. N - S - U - MA

29. My parents are not interested in what I do in school. N - S - U - MA

30. I am proud of my school. N - S - U - MA

Below is a list of opposing words that might tell about your teacher. Mark the line that best describes how you see your teacher.

My Teacher is

		A	B	C	D	E	
1.	nice	___	___	___	___	___	mean
2.	happy	___	___	___	___	___	sad
3.	concerned	___	___	___	___	___	not interested
4.	interesting	___	___	___	___	___	boring
5.	smart	___	___	___	___	___	dumb
6.	creative	___	___	___	___	___	dull
7.	enthusiastic	___	___	___	___	___	drag
8.	neat	___	___	___	___	___	sloppy
9.	fun	___	___	___	___	___	crabby
10.	groovy	___	___	___	___	___	square
11.	understanding	___	___	___	___	___	fussy
12.	cheerful	___	___	___	___	___	gloomy
13.	tough	___	___	___	___	___	easy
14.	friendly	___	___	___	___	___	unfriendly
15.	clear	___	___	___	___	___	fuzzy
16.	consistent	___	___	___	___	___	inconsistent
17.	kind	___	___	___	___	___	bossy
18.	hot-tempered	___	___	___	___	___	cool
19.	conscientious	___	___	___	___	___	careless
20.	good	___	___	___	___	___	bad

SCHOOL ENVIRONMENT ATTITUDES

Don't put your name on the paper

Directions: Circle your response — Yes ? No — for each of the items. This questionnaire will give us some idea of student opinion in school so that we can improve our work and attitudes toward it.

Yes ? No 1. I am looking forward to school this year.

Yes ? No 2. I am looking forward to my classes this year.

Yes ? No 3. I like to study.

Yes ? No 4. I find that I sometimes dislike my teachers.

Yes ? No 5. Athletes and cheerleaders are "stuck up".

Yes ? No 6. I start a school year optimistically.

Yes ? No 7. I usually do better in my classes than I expect.

Yes ? No 8. I will probably join some clubs this year.

Yes ? No 9. I try to do well in all classes.

Yes ? No 10. I usually do more poorly in my classes than I expect.

Yes ? No 11. It helps to have friends in my classes.

Yes ? No 12. Having friends assigned to my classes is unimportant.

Yes ? No 13. There are some courses in which I'd like to enroll but don't want a grade.

Yes ? No 14. I will probably support my school teams this year.

Yes ? No 15. I enjoy learning languages.

Yes ? No 16. I could take some interesting courses and not worry about the grade I received.

Yes ? No 17. I participate actively in class discussions.

Yes ? No 18. When there is discussion in my classes, I don't know what to say.

Yes ? No 19. I enjoy meeting new people in school.

Yes ? No 20. I feel more secure among my old friends.

SCHOOL ENVIRONMENT ATTITUDES — continued

Yes	?	No	21.	I'm a joiner.
Yes	?	No	22.	I would like to tutor a student who is having trouble in school.
Yes	?	No	23.	Most of my teachers are uninteresting.
Yes	?	No	24.	I'd like to know the hobbies of my teachers.
Yes	?	No	25.	I feel that I could organize a school activity such as a club or sports group.
Yes	?	No	26.	My homework takes too much time.
Yes	?	No	27.	I seldom have time to do what I want to during the school week.
Yes	?	No	28.	I can organize my study time so that I have time for myself.
Yes	?	No	29.	My study period is worthwhile.
Yes	?	No	30.	My teachers are too authoritarian.
Yes	?	No	31.	My teachers are not good disciplinarians.
Yes	?	No	32.	My teachers are usually fair.
Yes	?	No	33.	I have come early (stayed late) to school to talk to my teachers.
Yes	?	No	34.	I'd only come early to school (stayed late) to talk to my friends.
Yes	?	No	35.	I sometimes keep my school books because I've enjoyed them and want them for my library.
Yes	?	No	36.	I sometimes keep my school books because I might need them.
Yes	?	No	37.	I feel like a leader.
Yes	?	No	38.	I'm really a better follower than a leader.
Yes	?	No	39.	I could not lead a group.
Yes	?	No	40.	If my school needs more financial support, I'll talk about this need to people in my neighborhood.
Yes	?	No	41.	There are things in my school for which I'm not proud.
Yes	?	No	42.	Remaining attentive in class is important to me.

SCHOOL ENVIRONMENT ATTITUDES — continued

Yes	?	No	43.	Being a hall monitor would be a difficult job for me.
Yes	?	No	44.	I feel sorry when my friends make fun of others.
Yes	?	No	45.	There are some teachers with whom I can talk as a friend.
Yes	?	No	46.	I'd like to become an office aid.
Yes	?	No	47.	There are people who take advantage of their positions as aids.
Yes	?	No	48.	"Brains" are usually "stuck up".
Yes	?	No	49.	My counselor helps me in ways other than registration.
Yes	?	No	50.	Time spent in school is time wasted.

SCHOOL ENVIRONMENT ATTITUDES — continued

	ITEMS CLASSIFIED UNDER:				
Valuing:					
School	Classes and Studying	Social Attitudes and Friends	Leadership Confidence	Responsibility to Others/to Self	Attitudes about Other People
1,6,40,41,50	2,3,7,13,15,16, 26,27,28,29 35,36	8,11,12,14, 19,20, 21,34	10,17,18,25, 37,38,39	9,22,26,27,28, 29,40,42,43, 46	
					Teachers
					4,23,24,30,31, 32,33,45
					5,44,47,48,49

ATTITUDE TOWARD CLASSROOM ATMOSPHERE

Yes No

Directions: Put an X on the face that corresponds to how you feel about the questions I'm going to read. Mark the smiling face if you agree and the sad face if you disagree.

1. I like to tell my teacher about things that happen to me.
2. Sometimes my teacher lets me do just nothing for a while.
3. My teacher likes to play games with us.
4. I have to ask the teacher every time I get out of my desk.
5. I think I'm a pretty important person in my classroom.
6. We have lots of interesting things to do in our classroom.
7. I have to do just what everybody else in my room is doing.
8. My teacher lets me ask questions in school.
9. I think my teacher is happy
10. I wish I had more time to look at animals, bugs, collections, books and things.
11. Sometimes my friends and I work on things and the teacher doesn't have to help us.
12. I think I do pretty good work at school.
13. My teacher likes it if I bring things to share in school.
14. My teacher lets me help a friend if he or she is stuck with a problem.
15. I get worried when I make a mistake at school.
16. I get tired of sitting at my desk.
17. Sometimes my class does work outdoors even if it isn't recess time.
18. My teacher likes me.
19. My teacher helps me when I don't understand something.
20. My teacher talks too much.
21. I don't think my teacher knows very many games because we don't play games in school.

ATTITUDE TOWARD CLASSROOM ATMOSPHERE — continued

22. No matter what I or my friends work on in school, my teacher has to help us.

23. My teacher lets me answer lots of questions.

24. My teacher never lets me do just nothing in school.

25. I'm glad we don't have many extra things to look at in school.

26. I don't think I do very good work in school.

27. My teacher isn't very happy.

28. We don't do very interesting things in our classroom.

29. My teacher doesn't like me to bring things to share to school.

30. I'm not allowed to help anyone in my class even when they're stuck with a problem.

31. I can't ask questions in school.

32. I can choose what I want to do in my free time in school.

33. I don't worry when I make mistakes at school.

34. I don't like to share things that happen to me with my teacher.

35. I'd rather sit at my desk all day than work some place else in my classroom.

36. We never learn things outdoors - we are in our classroom except for recess time.

37. I don't think my teacher likes me.

38. When I don't understand something, my teacher usually doesn't take the time to explain it to me.

39. I'm not very important in my classroom.

40. I don't have to ask my teacher if I want to get out of my desk.

ATTITUDES ABOUT SCHOOL
PRIMARY LEVEL

(This test would be useful to give at the beginning and end of the school year.)

Key			Circle one		
+	1.	I enjoy coming to school.	yes	?	no
-	2.	I would have more fun at home.	yes	?	no
-	3.	Everyone in my class is smarter.	yes	?	no
-	4.	My parents want me to be smart, but it is too hard.	yes	?	no
+	5.	I feel comfortable in school.	yes	?	no
+	6.	I try my best in school.	yes	?	no
+	7.	I'm one of the smartest in my class.	yes	?	no
+	8.	I like where I sit.	yes	?	no
+	9.	I want to be better in reading	yes	?	no
-	10.	Arithmetic is hard for me.	yes	?	no
-	11.	Other kids in my class pick on me.	yes	?	no
-	12.	I'm never sure what I should be doing in class.	yes	?	no
-	13.	Some days I want to stay at home.	yes	?	no
-	14.	School is too hard for me.	yes	?	no
-	15.	Recess is my favorite thing in school.	yes	?	no
+	16.	I like my teacher.	yes	?	no
+	17.	My teacher likes me.	yes	?	no
+	18.	Science is very interesting.	yes	?	no
+	19.	Reading is easy for me.	yes	?	no
-	20.	I feel my teacher goes too fast for me.	yes	?	no

If answer is yes it means:

+ = positive attitude about school
- = negative attitude about school

10 positive
10 negative

PRIMARY

Directions: Do Not put your name on this paper. Listen carefully while I read to you. Think of your teacher. If the answer is "yes" circle yes. If the answer is "no" circle no.

My Teacher - primary.

*yes no 1. I usually know what my teacher wants me to do.

yes *no 2. My teacher picks on some students.

yes *no 3. My teacher expects too much of me.

yes *no 4. She expects everyone to do perfect work.

*yes no 5. She spends time helping each student.

*yes no 6. My teacher tries to be fair with punishment.

*yes no 7. My teacher makes our work fun.

*yes no 8. Our teacher lets us help each other when we need help.

yes *no 9. I am afraid to ask my teacher questions.

*yes no 10. My teacher laughs with us a lot.

*yes no 11. My teacher works with us a lot.

*yes no 12. My teacher wants me to listen to what she says.

*yes no 13. My teacher is boss in the classroom.

yes *no 14. My teacher keeps changing the rules for punishment.

yes *no 15. My teacher always gives jobs to the same people.

*yes no 16. My teacher is a happy teacher.

yes *no 17. My teacher makes us to be afraid to ask questions.

*yes no 18. My teacher admits when she is wrong or makes a mistake.

*yes no 19. My teacher is friendly.

yes *no 20. My teacher talks too much.

*yes no 21. My teacher knows how I feel.

ATTITUDES TOWARD SCHOOL AND TEACHER
PRIMARY LEVEL

These are things that people say about school and teachers. If the sentence tells how you usually feel about your school or your teacher, circle True. If the sentence does not tell how you usually feel about your school or your teacher, circle False. If you are not sure how you feel, circle Maybe.

True	False	Maybe	1.	I like school.
True	False	Maybe	2.	My teacher does not like me.
True	False	Maybe	3.	My teacher is kind.
True	False	Maybe	4.	I learn many things at school.
True	False	Maybe	5.	I do not like school.
True	False	Maybe	6.	My teacher has a loud voice.
True	False	Maybe	7.	I would rather be at school than at home.
True	False	Maybe	8.	I do good work in school.
True	False	Maybe	9.	My teacher is mean.
True	False	Maybe	10.	I am <u>not</u> happy at school.
True	False	Maybe	11.	My teacher does not know anything.
True	False	Maybe	12.	I do interesting things at school.
True	False	Maybe	13.	My teacher is fair with us.
True	False	Maybe	14.	School is boring.
True	False	Maybe	15.	My teacher looks happy.
True	False	Maybe	16.	My teacher is helpful.
True	False	Maybe	17.	School is not fun.
True	False	Maybe	18.	There are too many rules at school.
True	False	Maybe	19.	My teacher always wants me to do hard work.
True	False	Maybe	20.	I am happy at school.
True	False	Maybe	21.	My teacher has a nice voice.

ATTITUDES TOWARD SCHOOL AND TEACHER, PRIMARY LEVEL — continued

True	False	Maybe	22.	I don't learn anything at school.
True	False	Maybe	23.	My teacher likes school.
True	False	Maybe	24.	School is fun.
True	False	Maybe	25.	My teacher is unfair with us.
True	False	Maybe	26.	There are only a few rules at school.
True	False	Maybe	27.	My teacher likes me.
True	False	Maybe	28.	I would rather be at home than in school.
True	False	Maybe	29.	My teacher looks unhappy.
True	False	Maybe	30.	I do poor work in school.
True	False	Maybe	31.	I like the things we do in school.
True	False	Maybe	32.	My teacher is fair with us.
True	False	Maybe	33.	My teacher thinks I am dumb.
True	False	Maybe	34.	My teacher is <u>not</u> helpful.
True	False	Maybe	35.	I do not like to work in school.
True	False	Maybe	36.	My teacher knows many things.
True	False	Maybe	37.	I do <u>not</u> like the things we do in school.
True	False	Maybe	38.	My teacher wants us to have fun learning.
True	False	Maybe	39.	I like to work in school.
True	False	Maybe	40.	My teacher thinks that I can do many things well.

ATTITUDES TOWARD SCHOOL AND TEACHER, PRIMARY LEVEL — continued

There are two sections to this: Test I concerns school and the other concerns the teacher. A +20 in either section would indicate a very positive attitude while a -20 would indicate a very negative attitude. The "maybe"s are scored 0.

	School		Teacher			School		Teacher	
	+1 Positive	-1 Neg.	+1 Positive	-1 Neg.		+1 Positive	-1 Neg.	+1 Positive	-1 Ne
1.	T	F			21.			T	F
2.			F	T	22.	F	T		
3.			T	F	23.			T	F
4.	T	F			24.	T	F		
5.	F	T			25.			F	T
6.			F	T	26.	T	F		
7.	T	F			27.			T	F
8.	T	F			28.			F	T
9.			F	T	29.	F	T		
10.	F	T			30.	F	T		
11.			F	T	31.	T	F		
12.	T	F			32.			T	F
13.			T	F	33.			F	T
14.	F	T			34.			F	T
15.			T	F	35.	F	T		
16.			T	F	36.			T	F
17.	F	T			37.	F	T		
18.	F	T			38.			T	F
19.			F	T	39.	T	F		
20.	T	F			40.			T	F

INTERMEDIATE ATTITUDE TOWARD SCHOOL

School Survey

The purpose of this survey is to find out how groups of students feel about school. Do not put your name on the survey. Be as honest as you can. This survey is confidential and in no way affects your school grades.

Directions: Read the statements below. If you agree with the statement put an X in the circle under STRONGLY AGREE after the statement. If you agree somewhat put an X in the circle under AGREE SOMEWHAT. If you disagree a little with the statement put an X in the circle under DISAGREE SOMEWHAT. if you disagree with the statement put an X in the circle under STRONGLY DISAGREE. Be sure to mark an answer for each statement.

		Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree
1.	School is fun.	(4)	(3)	(2)	(1)
2.	School is dull and boring.	(1)	(2)	(3)	(4)
3.	The best part of going to school is recess.	(1)	(2)	(3)	(4)
4.	The subjects in school are interesting to me.	(4)	(3)	(2)	(1)
5.	Teachers are boring.	(1)	(2)	(3)	(4)
6.	School should be in session only 4 days a week.	(1)	(2)	(3)	(4)
7.	During the summer vacation I get bored and wish I were back in school again.	(4)	(3)	(2)	(1)
8.	Very few of my teachers have been interesting.	(1)	(2)	(3)	(4)
9.	Students listen to what a teacher says and do not care what he/she does.	(1)	(2)	(3)	(4)
10.	My friends like school.	(4)	(3)	(2)	(1)
11.	There should be time in school for teachers and students to get together to discuss problems.	(4)	(3)	(2)	(1)

INTERMEDIATE ATTITUDE TOWARD SCHOOL — continued

12.	School has helped me a lot.	(4)	(3)	(2) (1)
13.	It doesn't matter what a teacher says; it is what he/she does that is most important.	(4)	(3)	(2) (1)
14.	Students who break school rules on purpose should be kicked out.	(2) - A -	(1)	(1) - B - (2)
15.	When students wear sloppy casual clothes to school, they can't study as well.	(2) - A -	(1)	(1) - B - (2)
16.	Students should be able to wear anything they want to school.	(2) - A -	(1)	(1) - B - (2)
17.	School rules are not necessary.	(2) - B -	(1)	(1) - A - (2)
18.	More interesting subjects should be offered in school than the ones we have now.	(2) - B -	(1)	(1) - A - (2)
19.	I think it would be best if students could pick their own teachers.	(2) - B -	(1)	(1) - A - (2)
20.	Teachers should be strict in class.	(2) - A -	(1)	(1) - B - (2)
21.	Each class should make up its own rules.	(2) - B -	(1)	(1) - A - (2)
22.	Teachers should not be strict in school.	(2) - B -	(1)	(1) - A - (2)
23.	Students should be able to talk informally with teachers after school.	(2) - B -	(1)	(1) - A - (2)
24.	You never learn anything from teachers that are fun.	(2) - A -	(1)	(1) - B - (2)
25.	A subject that is fun and easy to learn is not as good for you as a hard one.	(2) - A -	(1)	(1) - B - (2)
26.	You learn the most from teachers that are easy.	(2) - A -	(1)	(1) - B - (2)
27.	Students do not learn much from teachers that are strict.	(2) - B -	(1)	(1) - A - (2)

INTERMEDIATE ATTITUDE TOWARD SCHOOL — continued

28.	A school must have rules.	(2) - A - (1)	(1) - B - (2)
29.	Students and teachers should make school rules.	(2) - B - (1)	(1) - A - (2)
30.	Only students should set the rules for school.	(2) - B - (1)	(1) - A - (2)
31.	Teachers should be able to wear anything they want to school.	(2) - B - (1)	(1) - A - (2)
32.	The school should teach about current social problems (race, war, pollution, etc.)	(2) - B - (1)	(1) - A - (2)
33.	Students should follow school rules.	(2) - A - (1)	(1) - B - (2)
34.	Students should be able to go to school if they feel like it, not because they have to.	(2) - L - (1)	(1) - C - (2)
35.	Field trips are fun,but they do not help me learn very much.	(2) - C - (1)	(1) - L - (2)
36.	There should be time in school for students to get together to discuss problems.	(2) - L - (1)	(1) - C - (2)
37.	School does not offer enough subjects.	(2) - L - (1)	(1) - C - (2)
38.	The principal and teacher should say what the rules are.	(2) - C - (1)	(1) - L - (2)

Scoring: Items 1-14 are scored points for each as marked in the circles. These items are to try to determine the students general attitude toward school

Items 15-38 are scored points for each answer as marked in the circles after each statement. The points are also recorded as to whether they were in the A group or the B group. If a student or group has a high percentage of their points on 14-3 in the A group they appear to favor a structured, more traditional situation in school. If the student or group has a high percentage of points in the B group they appear to favor a relatively unstructured liberal situation in school.

SCHOOL ATTITUDE SURVEY
INTERMEDIATE GRADE LEVELS

Every child in our country must go to school. This is a law. People feel that if a person goes to school, he will be a better person.

The word, better, can mean many different things. Perhaps you have heard people say things like: "If you want to be a doctor, you have to go to college;" or "He dropped out of school and now he's in jail. So stay in school!"

It would be very easy to repeat what we have heard parents, teachers and other adults say about school. This is not what I want you to do.

I want you to tell me why you think it is important to go to school.

Here are some reasons for going to school. After reading each one:

Circle MOST if you think that it is one of the most important reasons for going to school.

Circle QUITE if you think that it is a quite important reason for going to school.

Circle SOMEWHAT if you feel that it is a somewhat important reason for going to school.

Circle LEAST if you feel that it is one of the least important reasons for going to school.

I go to school:

* 1. to learn to read.

MOST QUITE SOMEWHAT LEAST

* 2. to meet different people.

MOST QUITE SOMEWHAT LEAST

\- 3. to learn to obey.

MOST QUITE SOMEWHAT LEAST

* 4. to learn to do things.

MOST QUITE SOMEWHAT LEAST

* 5. to try different ways of doing things.

MOST QUITE SOMEWHAT LEAST

* 6. to learn about everything.

MOST QUITE SOMEWHAT LEAST

* 7. to find out about the Earth.

MOST QUITE SOMEWHAT LEAST

* 8. to learn how to get along with people.

MOST QUITE SOMEWHAT LEAST

- 9. to see who is the smartest.

MOST QUITE SOMEWHAT LEAST

-10. to graduate so that I can go to high school.

MOST QUITE SOMEWHAT LEAST

-11. to be able to get a good paying job.

MOST QUITE SOMEWHAT LEAST

* 12. to learn about myself.

MOST QUITE SOMEWHAT LEAST

* 13. to read books.

MOST QUITE SOMEWHAT LEAST

* 14. to see films.

MOST QUITE SOMEWHAT LEAST

* 15. to ask questions.

MOST QUITE SOMEWHAT LEAST

* 16. to meet new friends.

MOST QUITE SOMEWHAT LEAST

* 17. to tell others what I have seen, heard or done.

MOST QUITE SOMEWHAT LEAST

- 18. so the teacher can tell me the right answers.

MOST QUITE SOMEWHAT LEAST

* 19. to learn to write so that I may communicate with people who are far away.

MOST QUITE SOMEWHAT LEAST

* 20. to understand people who live in different countries.

MOST QUITE SOMEWHAT LEAST

* 21. to investigate why nature behaves in certain ways.

MOST QUITE SOMEWHAT LEAST

* 22. to compare my ideas with those of other people.

MOST QUITE SOMEWHAT LEAST

* 23. to change my ideas if I find they are unsatisfactory.

MOST QUITE SOMEWHAT LEAST

* 24. to learn to help others.

MOST QUITE SOMEWHAT LEAST

* 25. to learn to recognize and improve things which need improvement.

MOST QUITE SOMEWHAT LEAST

\- 26. to get good grades.

MOST QUITE SOMEWHAT LEAST

*questions should be answered MOST or QUITE.

-questions should be answered SOMEWHAT or LEAST.

INVENTORY
SCHOOL MORALE SCALE

The purpose of this inventory is to determine a positive or negative attitude toward the school. The student will respond by drawing a line around either agree or disagree.

agree	disagree	1.	Most of my friends go to the same school that I do.
agree	disagree	*2.	Most of my teachers laugh at my mistakes.
agree	disagree	3.	I like going to this school.
agree	disagree	*4.	This school is too crowded.
agree	disagree	5.	This school is kept clean.
agree	disagree	6.	Most teachers have helped me feel comfortable and at ease in class.
agree	disagree	7.	All my teachers know me by name.
agree	disagree	8.	Our library is a friendly place.
agree	disagree	9.	The principal of this school is very fair.
agree	disagree	10.	I look forward to Friday because I won't have to go to school for two days.
agree	disagree	*11.	My parents feel that the community is spending too much money for education.
agree	disagree	*12.	Often I'm afraid that I'll do something wrong at school.
agree	disagree	13.	My teacher is helpful.
agree	disagree	*14.	The parents in the community are not very interested in the school.
agree	disagree	*15.	I would change a lot of things about this school if I had a chance.
agree	disagree	16.	Our homework assignments are helpful.
agree	disagree	*17.	There is too much supervision of students in this school.
agree	disagree	18.	Sometimes I'd just as soon eat lunch by myself, rather than with the other students.
agree	disagree	*19.	Most teachers in this school have teacher's "pets."
agree	disagree	*20.	I would transfer to another school if it were possible to do so.

INVENTORY, SCHOOL MORALE SCALE — continued

agree disagree 21. If I were a teacher I would want to teach in a school like this.

agree disagree *22. I do more work than someone else but I don't get any better grades for it.

agree disagree 23. The principal of this school knows almost everyone's name.

agree disagree 24. I am very proud of this school.

agree disagree 25. The teachers in this school are friendly to the kids.

agree disagree 26. The boys and girls in this school are friendly.

agree disagree *27. The lunchroom is too noisy.

agree disagree 28. Most of the teachers in my school understand children.

agree disagree *29. I get in trouble a lot.

agree disagree 30. I feel comfortable in my classroom.

agree disagree 31. The janitors in my school do a good job.

agree disagree *32. Most parents aren't interested in school.

agree disagree *33. There is not a teacher in my school that I could go to with a serious problem.

agree disagree 34. I am lucky that I get to attend this school.

agree disagree 35. Children should be punished more often in this school.

agree disagree 36. I think the children are friendly to me in this school.

agree disagree *37. There is a lot of wasted time in this school.

agree disagree *38. The textbooks used in this school are dull and uninteresting.

agree disagree *39. The school district doesn't spend much money on schools.

agree disagree *40. My school is often dirty and smelly.

agree disagree 41. I look forward to coming to school.

agree disagree 42. Teachers seem to understand the needs and problems here.

agree disagree 43. My teacher is too strict.

agree disagree 44. I think my teacher likes to teach.

agree disagree *45. The school work is too hard for me at my school.

INVENTORY, SCHOOL MORALE SCALE — continued

agree disagree 46. I think the other kids in this school like me.

agree disagree *47. Too many of the teachers in this school are mean.

agree disagree 48. My father likes this school.

agree disagree 49. My mother likes this school.

agree disagree *50. I am ashamed of my school.

* = disagree indicates a positive attitude on the items with a *.

EVALUATION OF SCHOOL ATTITUDE

25 Positive - 25 Negative

Circle your choice under each sentence.

NEVER SOMETIMES MOST ALWAYS

+ 1. I remember to bring what I will need to use in school.

Never Sometimes Most Always

+ 2. I can obey school rules easily.

Never Sometimes Most Always

- 3. I come to school late.

Never Sometimes Most Always

- 4. I forget to bring what I will need to use in school.

Never Sometimes Most Always

- 5. It is hard for me to obey school rules.

Never Sometimes Most Always

+ 6. I come to school on time.

Never Sometimes Most Always

- 7. I stay home only when I want to.

Never Sometimes Most Always

+ 8. I stay home only when I am really sick.

Never Sometimes Most Always

+ 9. I try to finish my work on time.

Never Sometimes Most Always

- 10. The work is too hard for me to finish on time.

Never Sometimes Most Always

+ 11. I like school because it's fun.

Never Sometimes Most Always

- 12. I don't like school because it's boring.

Never Sometimes Most Always

+ 13. I would like to join school clubs.

Never Sometimes Most Always

- 14. I would not be interested in joining any school clubs.

Never Sometimes Most Always

+ 15. I would like to come to school early to work on a project.

Never Sometimes Most Always

- 16. I would not come to school early to work on a project.

Never Sometimes Most Always

+ 17. I enjoy helping the teacher after school.

Never Sometimes Most Always

- 18. I would not stay after school to help.

Never Sometimes Most Always

+ 19. I think school rules are important and I tell my friends to follow them.

Never Sometimes Most Always

- 20. I don't think that school rules matter much so I tell my friends it's O.K. not to follow them.

Never Sometimes Most Always

- 22. I would not tell the teacher my problem because she/he wouldn't listen to me.

Never Sometimes Most Always

+ 23. I would like to help keep the school neat, clean, and orderly in some way.

Never Sometimes Most Always

- 24. Keeping the school neat, clean, and orderly is not important to me.

Never Sometimes Most Always

+ 25. My classroom is neat, kept clean, and looks nice all the time.

Never Sometimes Most Always

EVALUATION OF SCHOOL ATTITUDE — continued

- 26. My classroom is messy, dirty, and looks awful all the time.

Never Sometimes Most Always

+ 27. I keep my desk fairly neat, clean, and orderly.

Never Sometimes Most Always

- 28. I don't have time to keep my desk neat, clean, and orderly.

Never Sometimes Most Always

- 29. My teacher asked me to do too much.

Never Sometimes Most Always

+ 30. My teacher is happy with my work.

Never Sometimes Most Always

+ 31. I would like to be like my teacher.

Never Sometimes Most Always

- 32. I would not like to be like my teacher at all.

Never Sometimes Most Always

+ 33. I think I could be a good patrol boy (girl).

Never Sometimes Most Always

- 34. Patrol boys (girls) report you for no reason.

Never Sometimes Most Always

+ 35. I am interested in many things at school.

Never Sometimes Most Always

- 36. Not much interests me at school.

Never Sometimes Most Always

+ 37. I like to talk a lot whenever I can.

Never Sometimes Most Always

- 38. I am more quiet at school than others.

Never Sometimes Most Always

- 39. I would rather do my work on my own.

Never Sometimes Most Always

EVALUATION OF SCHOOL ATTITUDE — continued

+ 40. I would rather do my work with a partner or in a group.

Never Sometimes Most Always

+ 41. I can easily find things to do in my spare time by myself.

Never Sometimes Most Always

- 42. When I'm finished I don't know what I'm supposed to do next because teacher doesn't say.

Never Sometimes Most Always

+ 43. I would be good at tutoring another student who needs help.

Never Sometimes Most Always

- 44. I would not be interested in being a tutor for another student.

Never Sometimes Most Always

- 45. My school principal just punishes students and doesn't listen to their problems.

Never Sometimes Most Always

+ 46. My school principal only punishes students if they need it.

Never Sometimes Most Always

+ 47. I like to have parts in plays.

Never Sometimes Most Always

- 48. I would rather not have a part in a school play.

Never Sometimes Most Always

+ 49. I think I will go to college someday.

Never Sometimes Most Always

-50. I will be glad to quit school as soon as I can.

Never Sometimes Most Always

NOTE: Item 21 has been accidently omitted from this instrument.

INSTRUMENTS TO MEASURE

ATTITUDES TOWARD

SELF

ATTITUDE TOWARD SELF

Agree — Disagree

Physical

1. I am too tall.
2. I wish I were skinnier.
3. My hair is too curly.
4. My feet are too small.
5. I wish I were better looking.
6. I would like to wear glasses.
7. I have too many freckles.
8. I wish I had nicer ears.
9. I wish I didn't chew my fingernails.
10. I like the scars on my knees.
11. I would like to have a different color hair.
12. I wish I were shorter.
13. I'm too fat.
14. My feet are too big.
15. I'd like to look more unusual than I do.
16. My ears are too big.
17. I wish my hair were straight.
18. I would like to be a beautiful/handsome person.
19. I wish I had all my teeth.
20. Freckles are really neat.
21. I'd like to own a wig.
22. I wish I could grow a beard.
23. I like to have nicer clothes.
24. I like to look nice.

ATTITUDE TOWARD SELF -- continued

25. I'd like to gain some weight.

26. I like the color of my hair.

27. My nose is cute.

28. I wish I could lose my two front teeth.

29. My hair looks very good today.

30. I'd like to get rid of all my clothes and buy a new wardrobe.

Social

1. I like myself.

2. Other people like me.

3. I don't like it when others laugh at me.

4. I wish I could be someone else.

5. I have a very good friend.

6. I would rather play alone than with others.

7. When going someplace special, I would rather go with a friend than with my parents.

8. I like to go to town and visit with friends.

9. I find it easy to join group activities.

10. I would rather have just one friend than many friends.

11. Even when it's a nice day, I would rather play indoors.

12. I feel good when someone else is blamed for what I did.

13. I like to be the "clown" when I'm with others.

14. I would not like to have a different skin color.

15. I don't like to boss people around.

16. I'd rather be a garbageman than a doctor.

17. I would not like to be poor.

18. When I come back from lunch for recess and some children from my class are playing a game I like, I would rather watch the game than join.

19. When I grow up, I'd like to dig ditches.

ATTITUDE TOWARD SELF — continued

20. I would rather be myself than anyone else I know.

21. I like to be chosen first when playing a game.

22. When I've disobeyed someone, I would rather avoid my punishment.

23. I'd like to have a different colored skin.

24. People don't think I'm very smart.

25. It's important to me that I be successful in everything I do.

26. I'd like to go to college.

27. Money is not important to me.

28. Other people don't like me very much.

29. I don't care what people think of me.

30. When no one will play with a child in my class, I will try to make him feel welcome in the game I'm playing.

Emotions

1. I would like to be a better person.

2. I like to help people.

3. I never get lonely.

4. I wish I could love people more.

5. I don't get scared when it's dark outside.

6. I like to be happy.

7. I wish I weren't so bashful.

8. I find it difficult to get excited about anything.

9. I'm not very honest all the time.

10. I take too much pride in my work.

11. When I see something scary , I get frightened.

12. I wish I had all the toys my friends have.

13. I get too angry over little things.

14. I like to be unfriendly towards people I don't know very well.

ATTITUDE TOWARD SELF — continued

15. It doesn't bother me when I face something I've tried to do.

16. I wish I could not be sad so much.

17. When something is very hard for me to do, I'd like to be able to keep trying until it is done correctly.

18. I wish it were easier for me to tell the truth.

19. I don't like to be lonely.

20. I like to do mischievious things.

21. I hate myself.

22. I wish I could show my anger when I get mad about something.

23. When I'm in line at school and fall down the stairs, I get embarrassed.

24. I'm not too shy a person.

25. I'd like to be as sly as a fox.

26. Even if no one else has accomplished what I have, I cannot take pride in what I have done.

27. I don't like to talk to people.

28. If someone is hurt in anyway, I like to be sympathetic toward that person.

29. I love myself more than anything or anybody in the world.

30. I wish I didn't want everything I see — toys, candy, clothes.

Academic

1. I'm too smart in school.

2. I'd like to get good grades all the time.

3. I like to read to learn more.

4. I wish I could do better work in school.

5. I'd like to understand more about science.

6. I'm very stupid when it comes to anything that is concerned with school.

7. I wish I liked to learn.

8. I don't care how well I do in school.

9. I don't like anything that is concerned with school.

ATTITUDE TOWARD SELF — continued

10. I'm not very good in my school work.
11. I couldn't do better work in school even if I tried.
12. I don't like to bring homework back to school.
13. I'm not interested in learning.
14. I really care about my grades.
15. I'd like to know more about math.
16. I really like to learn.
17. I'm very good in my school work.
18. I wish other people would realize how smart I am.
19. I could do much better work in school but I'm too lazy.
20. I'm too slow when I think about things.
21. I wish I could play school at home.
22. I like my grades because they show how good I am in school.
23. I don't care to make collections of any kind.
24. I don't want to learn any more thingsin school.
25. I never want to have anything to do with learning new things.
26. I wish I could accept the fact that I'm not very smart.
27. I'd like to sit and listen to other people talk so I could learn more.
28. My school work really shows how much I know.
29. I'm glad I don't like school things.
30. I want to learn as much as I can while I'm in school.

INVENTORY OF ATTITUDES ABOUT SELF

Primary Level

Emphasis - Dependency - Independence

Response good bad

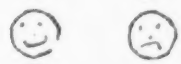
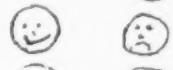
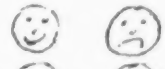
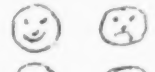
"Circle the face which shows how you feel about the questions I ask you."

Sample #1 - "Is it good or bad to have a birthday cake?"
(response should be good)

Sample #2 - "Is it good or bad to have a favorite toy broken?"
(response should be bad)

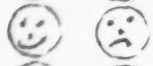
If the two sample questions confuse the child or are answered incorrectly forget trying to find out anything valid from the test results. Don't give it.

Key

i	1.	Is it good or bad to go by yourself to the store?	
i	2.	Is it good or bad to lead the class in saying the pledge?	
i	3.	Is it good or bad to take a walk all by yourself?	
i	4.	Is it good or bad to clean your room all by yourself?	
d	5.	Is it good or bad to have your mother tie your shoes?	
i	6.	Is it good or bad to take care of your pet?	
i	7.	Is it good or bad to have a job around the house?	
i	8.	Is it good or bad to make your own bed?	
i	9.	Is it good or bad to be able to do your seatwork alone?	
i	10.	Is it good or bad to do a job all by yourself ?	
d	11.	Is it good or bad to have father do something for you ?	
i	12.	Is it good or bad to build a toy with no one's help ?	
d	13.	Is it good or bad to play house and be the baby ?	
i	14.	Is it good or bad to baby sit with the neighbor's children ?	

INVENTORY OF ATTITUDES ABOUT SELF — continued

Key

d	15.	Is it good or bad to have mother take care of your pet for you?	
i	16.	Is it good or bad to fix your own breakfast?	
i	17.	Is it good or bad to be able to read a book by yourself?	
d	18.	Is it good or bad to be carried by your father like a baby?	
i	19.	Is it good or bad to play house and you are the father (mother) ?	
i	20.	Is it good or bad to work a puzzle by yourself ?	

Key: A positive (happy face) indicates

i independent
d dependent

SELF-CONCEPT

Note: This is for primary children and both the directions and the items should probably be read to the class.

Instructions: These sentences are to help you tell about yourself. Please answer them as if you are telling <u>yourself</u> about <u>yourself</u>. Listen carefully and then select the choice that tells about you. Write your choice on the line.

<u>Responses</u>: Mostly true = 3
Partly true/partly false = 2
Mostly false = 1

Items:

1. I am happy when I am with my family. (F)____
2. I feel good about my school work. (S)____
3. I always have someone to play with at recess. (P)____
4. I give up easily with my school work. (S*)____
5. My parents should spend more time with me. (F*)____
6. I often play by myself when I would really rather play with others. (P*)____
7. I am usually eager to come to school on time. (S)____
8. It is hard to remember the rules at our house. (F*)____
9. I am a friend to someone else. (P)____
10. My parents care about my problems. (F)____
11. I would rather be in another class. (S)____
12. I wish I had a best friend. (P*)____
13. My teacher likes me. (S)____
14. My parents need to be more understanding about how I feel. (F*)____
15. I have as many friends as I need. (F)____
16. I am proud to take my papers home. (S)____
17. I like to talk about school with my parents when I go home. (F)____
18. Many kids want me to be their friend. (P)____
19. I get nervous when my teacher asks me a question in class. (S*)____
20. I am a big help to my mother and father. (F)____

SELF-CONCEPT — continued

21. My friends would miss me if I moved away. (P)____

22. I need a lot of help from my teacher. (S*)____

23. My family has fun together. (F)____

24. It is hard for me to make friends. (P*)____

25. I know what the teacher expects me to do. (S)____

26. My parents are pleased with my school work. (F)____

27. I am able to get my work done on time. (S)____

28. Nobody likes me. (P*)____

29. I am an important part of my family. (F)____

30. My parents are fair with punishment. (F)____

Key: The items on the survey cover three categories; Family, Peer group, and School. Following each item there is a letter designating the category. *indicates a negative question.

PERSONALITY INVENTORY

20-40 minutes

Primary or above

The sentences below are not finished. Finish them by writing in the words you think of first. This is a test of how fast you can think. Work quickly since you are being timed. Do not skip any.

1. I like _____.
2. I want to know about _____.
3. I feel happy when _____.
4. I would never _____.
5. My friends _____.
6. Eating _____.
7. My mind _____.
8. My school work _____.
9. My imagination _____.
10. My mother _____.
11. Most boys _____.
12. My clothes _____.
13. I'm afraid _____.
14. My greatest trouble is _____.
15. Girls usually _____.
16. After school _____.
17. My father _____.
18. I need _____.
19. I get mad when _____.
20. I am very _____.
21. My looks _____.
22. I want _____.
23. My brothers _____.

PERSONALITY INVENTORY — continued

24. My sisters _____.
25. Fighting _____.
26. My classmates _____.
27. People say I _____.
28. I try to _____.
29. My teachers _____.
30. At home _____.
31. I love _____.
32. I wish _____.
33. I feel hurt _____.
34. Often I think _____.
35. No one _____.
36. I don't like to _____.
37. I think I am _____.

LET'S TALK ABOUT YOU

(roblem hecklist)

Everyone has things that bother him. Mark each problem that applies to you by placing a check on the line beneath the degree to which it bothers you.

The problems are in 4 areas:

1. about myself
2. about me and my school
3. about me and my home
4. about getting along with others

Do NOT write your name on the paper. No one else will see your checklist.

	Bothers me all the time	Bothers me most of the time	Bothers me sometimes	Never bothers
1. Having to go to school				
2. People disagreeing with me				
3. Having to be quiet and orderly				
4. Kids making fun of me				
5. Having to read books				
6. Getting to school on time				
7. Not being good at sports				
8. Sitting beside someone I dislike				
9. Doing school assignments				
0. Having no clever ideas				
1. Not understanding what I read				
2. Having difficulty keeping friends				
3. Not being able to do as I please				
4. My parents expecting to know where I am				
5. Speaking before a group				
6. People talking about me				
7. Hating girls (or boys)				
8. Being a slow reader (but I do understand what I read)				
9. Teachers disliking me				
0. Having to dress as my parents wish				
1. Having to write down my own ideas				
2. Keeping from cheating on tests				
3. Not being able to laugh at my own mistakes				
4. Getting into fights at school or home				
5. Hating to admit I am wrong				

LET'S TALK ABOUT YOU — continued

	Bothers me all the time	Bothers me most of the time	Bothers me sometimes	Never bothers me
26. No one caring to be with me				
27. Not being able to tell my side of it				
28. People bragging				
29. Being a poor speller				
30. My home not being as attractive as some				
31. Having to apologize to someone				
32. My family disliking my friends				
33. Worrying about being different				
34. Not being chosen				
35. Parents ignoring me				
36. Being punished for misbehaving				
37. Having people around me				
38. Being asked to help someone with homework				
39. Feeling that I am dumb				
40. Wanting my friends to like my parents				
41. Doing chores at home				
42. Keeping my temper when adults scold me				
43. Having to go home				
44. Asking for help				
45. Hating to make my own decisions				
46. Wishing myd ad understood me better				
47. Not having a special friend				
48. Having to obey rules				
49. Having to look after my belongings				
50. Being asked to explain my opinions				
51. Wanting to talk to someone who understands me				
52. Our family not doing anything together				
53. People gossiping				
54. People making judgments about me.				

LET'S TALK ABOUT YOU -- continued

myself (M) school (Sc) home (H) others (O)

Items individually categorized according to the 4 areas.

1. Sc
2. O
3. Sc & H
4. M & O
5. Sc
6. Sc
7. M
8. O
9. Sc
10. M & Sc
11. Sc
12. O
13. Sc, H, O
14. H
15. Sc & O
16. O
17. O
18. Sc
19. O & Sc
20. H
21. M
22. M & Sc
23. M
24. Sc, H, O
25. M
26. M, O
27. M, Sc, H, O
28. O
29. Sc
30. H, O
31. M, O
32. H, O
33. M, O
34. M, O
35. H
36. M, Sc, H
37. O
38. O
39. M, Sc
40. H, O
41. H
42. M, Sc, H, O
43. H
44. M, Sc, H, O
45. M
46. M, H
47. M, O
48. Sc, H
49. Sc, H
50. M
51. M
52. H
53. O
54. O

PRIMARY LEVEL

Directions: On your paper there are several pictures with circles, squares, triangles and rectangles. We are going to pretend that these shapes are people. Listen carefully while I read you a story. Then I will ask you to mark something in each box with an X like this. (Demonstrate on the chalkboard.)

Stories

1. Find the box with a tree. The little circles are children in your room. Which circle is you? Put an X on it.

2. Find the box with the house. The little circles are children on the school playground. Which circle is you? Put an X on it.

3. Find the box with a ball. The square is a mother with her children. Which circle is you? Put an X on it.

4. Find the box with a boat. The triangle is a father with his children. Pretend that you are one of his children. Which circle is you? Put an X on it.

5. Find the box with a wagon. The square is a mother and the triangle is a father. The circles are their children. Pretend that you are one of their children. Which circle is you? Put an X on it.

6. Find the box with an airplane. The circles are children from the same family. They are playing in their yard. You are one of the children. Which circle is you? Put an X on it.

7. Find the box with a dog. The rectangle is a teacher. The circles are childre who are talking with the teacher. You are one of the children. Which circle is you? Put an X on it.

8. Find the box with a kite. The circles are the children in your room. They are lining up by the door before they go to the gym. You are one of the children. Put an X on the circle that is you.

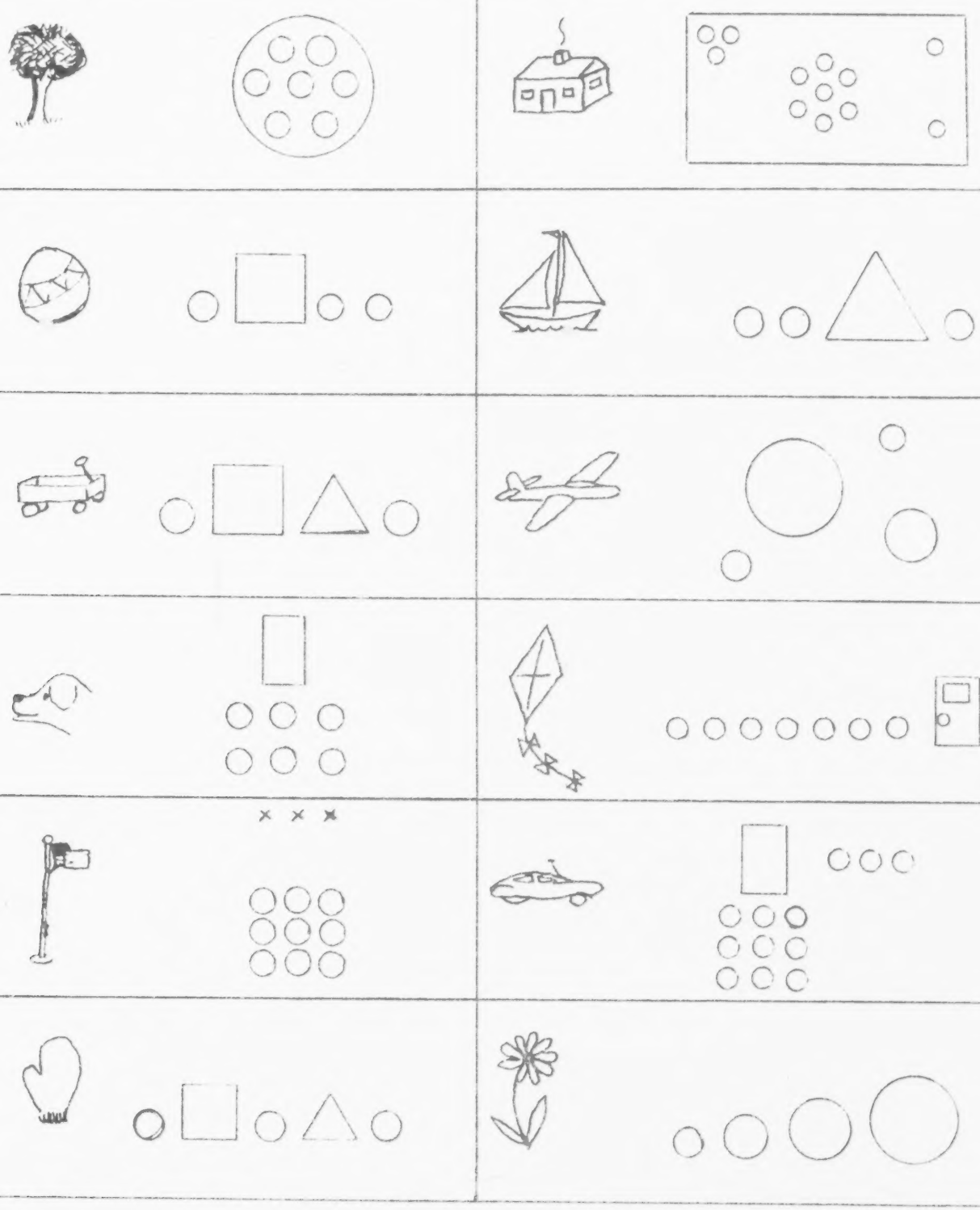
9. Find the box with a flag. The circles are children in the gym. They are line up for relay races. They will run to the "X's" on the floor. Which circle is you? Put an X on it.

10. Find the box with a car. The rectangle is the teacher. The three circles by her are children that she has chosen to play a game. The other circles are the rest of the children in the class. Which circle is you? Put an X on it.

11. Find the box with the mitten. This family is walking through the zoo. The square is the mother. The triangle is the father. The circles are their chil ren. You are one of their children. Which circle is you? Put an X on it.

12. Find the box with the flower. The children in this family are having their pi ture taken. You are one of the children. Which circle is you? Put an X on i

STUDENT'S WORKSHEET



PRIMARY LEVEL — continued

In order to use this instrument the child must recognize circles, squares, triangles and rectangles. He also must be able to use a pencil or crayon. The relationships being explored fall into four areas.

1. Child-peer relationships in the school setting
   Items number 1, 2, 8 and 9

2. Child-parent relationships
   Items number 3, 4, 5 and 11

3. Child-teacher relationships
   Items number 7 and 10

4. Child-sibling relationships
   Items number 6 and 12

There are no right or wrong answers. The best the evaluator can do is to look for patterns. In scoring, the evaluator should consider the choices open to the child in each area. Below you will find a chart indicating one method of plotting the child's responses. For example in Item number 1. the child might choose the center position or any position on the group around the ring. While in Item number 9. the child could choose the first position, last positic middle position or someplace in between in the group.

PRIMARY LEVEL -- continued

CHILD-PEER RELATIONSHIPS IN A SCHOOL SETTING

Item No.	First	Center	Group	Last	Isolated	
1.						
2.						
8.						(If the child chooses a cla position)
9.						
10.						

Item No.	CHILD-PARENT RELATIONSHIPS Between Parents	Closest to Mother	Closest to Father	Next to Mother	Next to Father	Farthest from Mother	Farthest from Father
3.							
4.							
5.							
11.							

Item No.	CHILD-TEACHER RELATIONSHIPS Closest to teacher	Next closest to teacher	Farthest from teacher	Part of group away from teacher
7.				
10.				

Item No.	CHILD-SIBLING RELATIONSHIPS Largest	Next largest	Next largest	Smallest
6.				
12.				

After placing the child's responses on the charts you will need to evaluate the patterns in terms of what you know about the child. For example the child with only one parent could respond far differently from the child with two parents. The child who is the youngest in the family could respond far differently from the oldest, etc.

INVENTORY
HOW I FEEL

General Directions: Instrument consists of declarative statements for which the student responds "yes" or "no". Negative responses indicate a positive attitude toward self in the school environment.

1. My classmates make fun of me.
2. My classmates have better ideas than I do.
3. In school I am a dreamer.
4. I am chosen last for games.
5. When I try to make something, everything seems to go wrong.
6. I cry easily.
7. I am unhappy at school.
8. I am always doing something I am told not to do.
9. I am not very friendly.
10. Everyone in my class is smarter than I am.
11. Almost everyone works harder than I do.
12. I find it hard to make friends.
13. I often feel that I have more problems than other people.
14. Children should come to school dirty.
15. I like to fight.
16. I feel upset in school.
17. I feel upset when it is time for my reading lesson.
18. I feel upset when my teacher asks me to read.
19. I feel upset when I see a word I don't know.
20. I do my school work only when the teacher insists that I do it.

WHAT WILL HAPPEN?

Evaluation of self-concept as an individual person, as a learning student.

Read each sentence carefully; then decide exactly how you really feel about yourself. If you think you are very good write A in the blank, if you think you are about average, write B in the blank, if you think you are below average write C in the blank.

_____ 1. I am running on a team in a race in my class.

A. I will win most of the time.
B. I will win sometimes.
C. I will be last.

_____ 2. I have an empty piece of drawing paper for my picture.

A. I will draw a good picture.
B. My picture will be liked by a few.
C. No one will say that they really like my picture.

_____ 3. I have been asked to sing a song in front of the class.

A. I will like to do it.
B. I won't like to, but I will.
C. I will ask not to do it.

_____ 4. It's time for reader for the day to read a good story. The teacher is asking for volunteers.

A. I hope she calls on me.
B. I really don't mind doing it.
C. I will not raise my hand.

_____ 5. I am up to bat in our class baseball game.

A. I will almost always get a hit and run to first base.
B. I might be able to hit the ball.
C. I will probably strike out.

_____ 6. The teacher is asking for volunteers to do an art project.

A. I will make a bulletin board display for the class.
B. I will make one picture for the bulletin board.
C. I will not raise my hand.

_____ 7. Our class has 10 adding problems to solve written on the board for u

A. I will be one of the first to hand my paper and get them all rig
B. I might miss a few, but I will finish before time is up.
C. I will be one of the last to finish.

____ 8. We have been graded in math on our report card.

A. My grade was A.
B. My grade was B.
C. My grade was C.

____ 9. My teacher is asking me what I think of math. I will say . . .

A. Math is easy all the time.
B. Math is easy sometimes.
C. Math is too hard sometimes.

____ 10. The teacher says to write a story about myself.

A. I will write a long story.
B. I will write a story but the teacher may not like it.
C. My story won't be a good one.

____ 11. It is my turn to spell a word in a spell down game in class.

A. I will get it right.
B. I might miss it.
C. I will probably get it wrong.

____ 12. My class is playing a game called 7-up.

A. I will be chosen right away.
B. I will not get picked till later.
C. I will be the last to be picked.

____ 13. It's time for the gym team captains to choose members.

A. I'll be first to be chosen.
B. I'll be chosen soon.
C. I'll be last to be chosen.

____ 14. Our class is voting on the funniest person in the room.

A. They will choose me for sure.
B. They might choose me.
C. No one will choose me.

____ 15. Our class is writing down who they think has the most problems in school.

A. No one would write my name down.
B. Someone might think it was me.
C. I will be the one that most people write down.

____ 16. It's time for Open House when parents come to the school.

A. They will like all my papers.
B. They will say that my papers are okay.
C. They will not like my papers at all.

(WHAT WILL HAPPEN? — continued)

_____ 17. It's recess time.

A. I will play with my friends as usual.
B. I may play with my friends.
C. I will not know who will play with me.